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ABSTRACT

The use of a variety of specific competency tests that measure skill achievement required for high school graduation are reviewed in this monograph. The successful performance of certain competencies ordinarily is viewed as an important adjunct of course work. They are not seen by most schools as a replacement for course work, but rather as one significant step toward giving the diploma. The monograph addresses the dual question of assisting students while at the same time insisting that the diploma regain meaning. It provides a background to the competency test movement, and reports on the initiatives taken nationwide to use applied performance tests as a requirement for graduation. Items are presented for several competency tests in current use in the areas of mathematics, reading, writing, democratic process, art, music, and money management. Appendices contain lists of states and schools using competency tests and legislation and State Board rulings concerning competency tests. (RC)

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Competency Tests and Graduation Requirements

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The National Association of Secondary School Principals
Reston, Virginia 22091

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About the Authors

Competency Tests and Graduation Requirements was prepared by NASSP staff members James P. Clark, research associate, and Scott D. Thomson, associate secretary for research.

Foreword

The critics and the defenders of secondary schools seldom agree, but they do possess a common outlook about the importance of certain basic skills. The ability to read, to write, and to compute is generally believed to be as important to the youth of today and tomorrow as it was to the youth of yesterday.

Some educators believe certain other skills to be of equal value. For instance, the capacity to solve problems, to demonstrate entry level career skills, or to develop good interpersonal relationships receives high marks in many sectors.

Concern is being expressed by the public and by the profession that too many high school graduates are deficient in these matters. Too many youth leaving school demonstrate an inability to compute well enough to be intelligent consumers, or lack a reading proficiency sufficient to follow job instructions and basic safety rules.

The question is not one of screening persons out of a diploma. Rather, the question is one of identifying and remediating deficiencies early in a student's career while at the same time verifying to the community that the end result of secondary education does meet the expectations of society.

This monograph on competency tests addresses the dual question of assisting students while at the same time insisting that the diploma regain meaning. It provides a good background to the competency test movement, and reports upon the initiatives taken nationwide to use performance tests as a requirement for graduation.

NASSP expresses its appreciation to the many schools and school districts who generously provided examples of their performance tests for this publication.

Owen B. Kiernan
Executive Secretary

Introduction

A rising interest in applied performance testing along with a public concern about the quality of the high school diploma are together finding a common ground. This common ground, graduation requirements, sets the expectations for students completing a secondary school education.

Stung by reports about the deficiencies of today's graduate, some schools are launching efforts to ensure that the high school graduate can perform some basic skills. The surest route to this objective is through competency testing. Here, proficiencies or capabilities can be assessed rather than assumed. Here, society's expectations for graduating seniors can be verified as well as be identified.

The use of tests to verify competencies required for graduation is a relatively new but rapidly growing movement in the United States. The Denver public schools as pioneers have been administering competency tests in basic skills for 15 years. The state of Oregon in 1973 passed legislation requiring graduates of the class of 1978 to demonstrate proficiencies in 20 areas. Perhaps because of Oregon's well-publicized decision, interest grew during 1975 and 1976 so that some 20 jurisdictions currently include competencies as part of their requirements for the high school diploma.

The tests of General Educational Development (GED), sponsored by the Armed Services, is one form of applied performance test. Older youth and adults have been taking the GED high school equivalency test since World War II. More recently, during the 1975-76 school year, the state of California began administering "High School Proficiency Examinations" to interested students of age 16 and over. The certificate awarded to students who pass this examination carries a legal status equivalent to the regular diploma.

This monograph, however, does not focus upon general equivalency examinations. Rather, its purpose is to explore the use of a variety of specific competency tests that measure skill achievement required for high school graduation. The successful performance of certain competencies ordinarily is viewed as an important adjunct of course work. They are not seen by most schools as a replacement for course work, but rather as one significant step toward gaining the diploma.

Definitions and Clarifications

Applied performance testing is simply the measurement of performance in an actual or simulated setting. "Knowledge about" a topic is insufficient. Examinees must actually *demonstrate* the ability to perform required tasks.

The United States Government, as well as business and industry, uses performance tests to determine qualifications of job applicants. For instance, the Government Printing Office utilizes performance measures for various printing tasks as the basis for selecting new employees, and the Federal Aviation Administration uses proficiency tests to evaluate the success of training programs. Use of performance tests likely will accelerate since recent court decisions have required employment tests to be job (or skill) specific.

In secondary schools, driver training is the most obvious type of performance test. The writing of an essay or the solving of an equation, however, are also performance tests. Competency may be measured by paper and pencil tests as well as by other means.

Competency (or proficiency) tests are criterion-referenced measures. Glaser and Nitko define this approach to testing as follows:

> A criterion-referenced test is one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards.[1]

Criterion-referenced tests are not designed to determine an individual's relative standing in some norm group. Rather, they tell what an individual can or cannot do with certain specific requirements.

Most standardized achievement tests are survey tests designed for normative interpretations. It is, however, possible to use them as performance or proficiency measures. Cutoff scores or criterion levels can be set by a school district in defining the competencies it considers important. Teachers can then be asked to evaluate the individual items on the test for content validity and for level of difficulty.

Most measurement personnel, however, would probably recommend a specially tailored, criterion-referenced test to determine graduation requirements for a school district. The objectives to be achieved and the tests to measure the objectives sought can be developed locally with success. Or they can be developed by a parish, county, or state.

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1. Glaser, Robert and Nitko, Anthony J., "Measurement in Learning and Instruction," in Robert L. Thorndike (Ed.), *Educational Measurement*, American Council on Education, Washington, D.C., 1971, p. 653.

The critical element of a performance test is its authenticity. Good performance tests are congruent with the tasks of life. They are functional rather than speculative. Performance tests may be simulated, of course, but the simulation should mirror reality. Certainly they should involve the *application* of skills and knowledge.

The term "functional literacy" usually applies to performance tests used to measure competency in reading and writing. Examples of functional literacy may include, for instance, understanding a lease or contract, reading a newspaper, summarizing a driver's license manual, explaining a chart, or following written directions. Performance tests in reading and writing ordinarily do not include decoding new words, speculating about a story plot, or using syllabication skills.

Competency tests can be used to measure a wide spectrum of behavior. They can be applied to specific jobs in specific settings, to basic educational skills such as mathematical computation, or to more general capabilities. The level of their use depends upon the objectives at hand.

The effective use of competency-based education, then, depends upon a clear understanding of objectives, and a precise statement of the behaviors that demonstrate the required competency levels.

The length of time may vary in competency-based education, but achievement is held constant. Identical criterion levels are established for the test groups. Of course, as objectives change, the criterion levels may be adjusted to meet new situations.

Since competency-based education emphasizes the achievement of specified objectives and not the ranking of learners, schools may provide a variety of instructional routes for students. One major thrust of competency-based education, therefore, is to provide alternative settings for learning.

The Public Push

Many citizens view schools today with a certain skepticism. They feel that despite heavy expenditures the educational gains are negligible at best. What is the purpose, the public asks, of sending students to school for 12 years if upon graduation these young persons cannot read well or compute accurately? A resistance is growing toward the mere attendance of students in school; new questions are being asked about the outcomes of this attendance.

As a result of this public review and analysis, schools are being asked to account for the quality of their products. Thus, the significance of graduation requirements comes into focus. Graduation, as the capstone of secondary education, logically should reflect some

central priorities of schooling. Citizens are asking for students to demonstrate these priorities. They want measurable results for the education dollars spent.

Declining test scores and other indicators of marginal student performance play a part in the public's determination to define the high school diploma. Among the concerns are these:

- Scores on the Scholastic Aptitude Test (SAT) have fallen from a mean of 473 on the verbal section in 1965 to a mean of 434 in 1975; and from a mean of 496 on the mathematics section in 1965 to a mean of 472 in 1975.
- The National Assessment of Education Progress (NAEP) in 1975 reported a decline in science knowledge among American students between 1969 and 1973 equivalent to a half-year loss in learning.
- NAEP also has reported in a nationwide survey of 17-year-old students and young adults that "many consumers are not prepared to shop wisely because of their inability to use fundamental math principles such as figuring with fractions or working with percents."
- Twenty-three million Americans are functionally illiterate, according to a study sponsored by the U.S. Office of Education.
- Comparative surveys of writing skills in 1970 and 1974 show 13- and 17-year-old youth to be using a more limited vocabulary and writing in a shorter, more "primer-like" style in 1974 than in 1970.
- The American College Testing (ACT) program also has reported a decline in the average scores of students applying for college admission.
- The Association of American Publishers revised its textbook study guide for college freshmen in 1975, gearing the reading level down to the ninth grade.
- College officials, business firms, and public agencies are dismayed at the inability of younger persons to express themselves clearly in writing.

The public and many professionals want to reverse this decline. Since an obvious checkpoint upon the effects of schooling comes at the conclusion of the twelfth grade, requirements for graduation take on a new dimension. Schools, as well as students, can be viewed and evaluated according to criteria measured by performance tests. The capability of the "product" becomes a significant matter.

Secondary education has, of course, been moving toward competency-based, criterion-referenced education for a decade. Beginning with programed instruction in the early 1960s, then moving to a focus upon behavioral objectives, and followed by the current interest in "outcomes," educators marched to their own drummer but followed the same general tune that recently has interested the public.

Criterion-referenced tests were felt by many educators to be fair and democratic measures. As the egalitarian society grew in America, normed tests came under increasing criticism. This outlook, together with a thrust by the profession toward specific behavioral objectives, led logically to a growing interest in performance tests as measures of progress for individual students. Thus, it is only a small step to begin using these measures in response to the current interest in verifying basic skills as part of the graduation requirements.

The States and Competency Requirements

Aside from the general equivalency test developed by California and a national use of the GED Tests, only the state of Arizona requires verified competencies for graduation for the class of 1976. To receive a diploma in Arizona, students must demonstrate a ninth grade reading level.

New York, of course, administers the Regent's Examinations and awards the Regent's diploma to students successfully passing these examinations. Other states, however, appear more interested in establishing a floor under the single diploma rather than initiating a special diploma which reflects high scholarship.

The California legislature in 1969 enacted minimum requirements in reading and mathematics, thus becoming the first state to establish a specific level of achievement for the high school diploma. The requirement, however, was repealed because of loopholes in the law. Also, many persons objected to all school districts in California being required to meet a single standard. A law was then passed specifically forbidding state authorities to adopt statewide minimum standards for graduation from high school. Rather, the state was authorized to propose examples of such standards for distribution to local school districts for their information.

Currently, the California State Superintendent of Public Instruction is asking the legislature to require that every student achieve a certain level of competency, together with a marketable skill, in order to qualify for a diploma. This request reflects the recommendations of California's Commission on Reform of Intermediate and Secondary

Education (RISE) that the learner's progress in an instructional program should depend on *demonstrated* proficiency in achieving specified educational outcomes.

The Oregon State Board of Education, in response to "the changing needs of Oregon learners," established in 1973 six goals for their public schools. Based upon these goals, 20 areas of personal, social, and career development were identified as necessary to survival in modern life. These areas become a part of the requirements for a diploma beginning with the class of 1978. Competency must be demonstrated in each of the 20 areas, but the level of competency is determined locally by each district. Statewide guidelines are available as a reference.

The 20 areas of minimum survival-level competencies are:

Personal Development. To survive and grow as an individual, Oregon believes it necessary to develop (a) basic skills—reading, writing, computing, listening, speaking, and analyzing; (b) understanding scientific and technological processes; (c) understanding the principles involved to maintain a healthy mind and body; (d) the skills to remain a lifelong learner.

Social Responsibility. Good citizenship requires the ability to cope responsibly (a) with local and state government as well as national government, (b) in personal interactions with the environment, (c) on the streets and highways, (d) as a consumer of goods and services.

Career Development. To survive and advance in any career area, students are asked to develop (a) entry-level skills for their chosen career fields, (b) good work habits and attitudes, (c) the ability to maintain good interpersonal relationships, (d) the ability to make appropriate career decisions.

Local school boards may establish the performance indicators they are willing to accept as evidence that the student has indeed developed the required competencies. Not all competencies need be developed on campus or within the schooling process. School personnel, however, are expected to evaluate competencies learned off campus as well as on campus as the student works toward the diploma.

In addition to the 20 competency areas, Oregon requires 21 units of course credit, grades 9-12, for the diploma. Credits are earned in required areas of study: (1) communication skills, (2) mathematics, (3) social science, (4) laboratory science, (5) health education, (6) physical education, (7) citizenship education, (8) personal finance, (9) career education, and (10) electives. Requirements include a minimum of 130 clock hours of instruction in one or more courses for each of the 10 areas.

The Virginia Standards of Quality Act, effective July 1, 1976, requires minimum statewide educational objectives and a uniform statewide testing program in basic skills within two years. The requirements include functional literacy, computational skills, a basic knowledge of U.S. history and culture, and either the ability to enter a post-secondary school or the attainment of a job skill sufficient to make immediate employment possible.

The State Commissioner of Education in Florida proposed in November 1975, a special diploma that would certify a minimum competency in the basic skills. Students could earn a "regular" diploma without passing the competency test, but they would receive special recognition for passing it. Commissioner Ralph Turlington stated: "Right now you can look at a high school diploma and it doesn't mean anything; you don't know whether the kid can read."

The New York State Basic Competency Tests are designed to measure the extent to which pupils have achieved a minimum mastery of the basic competencies that are likely to be expected of them as adults. The tests, recommended to be administered as early as the ninth grade, measure achievement in five basic areas: reading, mathematics, civics and citizenship, practical sciences and health, and writing skills. Beginning with the class of 1979, the reading and math tests will be required for a diploma. The other tests will be administered on an experimental basis beginning October, 1976. Present plans include providing new editions of the tests to be available during January and June each year.

The Louisiana State School Board of Education has considered a proposal by a board member for statewide competency requirements. The proposal called for reading and math tests with proficiency levels at the tenth grade as requirements for graduation. The question has been referred to the State Department of Education for study and recommendation.

The Maryland State School Board of Education currently is considering various forms of proficiency and exit examinations. A decision is expected during 1976.

Local Districts and Competency Requirements

A number of local school districts, sensing a grass roots desire to establish "standards" for the diploma, have initiated competency tests. Denver moved early, requiring for 15 years that graduates demonstrate proficiency in four areas: (1) language, (2) reading, (3) spelling,

and (4) arithmetic. The Denver schools have also maintained course credit requirements.

The proficiency tests in Denver are initially administered during the first semester of the ninth grade. For students who fail this first evaluation, remedial classes are established. Students are retested later. By the senior year only one and a half percent of the class does not reach the desired level of competency on one or more of the tests. Certificates of attendance are presented to students who have not passed the competencies or the required number of courses but who have established records of adequate attendance.

Other school districts also have tended to combine competencies with course work as requirements for graduation. The board of education of the Westside Community Schools, Omaha, Nebraska, adopted in 1974 graduation requirements that include seven areas of minimum competency as well as course credit. For a Westside diploma, competencies must be demonstrated in (1) reading, (2) writing, (3) oral communication, (4) mathematics, (5) consumerism, (6) the democratic process, and (7) problem solving.

The Westside schools administer the mathematics competency test in the ninth grade as a diagnostic tool. It is then re-administered in the eleventh grade. Students who do not pass all of the 17 math competencies required to graduate are channeled into individual remedial assistance as needed.

The written communication test is administered to all sophomores upon entering their first class in English. Students who do not demonstrate adequately a written communication competency during the first semester continue to work with their classroom English teacher until they have satisfied that requirement.

The consumer competency test is given to all sophomores. Students have several additional opportunities throughout the next three years to pass this test, including the option of taking an individualized consumer education course. By passing the course, students also meet the competency requirements.

The test in reading is administered to ninth grade students the second semester. Students who do not make a score of 40 or above on a Gates McGinitie Reading Test, Survey E, are then placed in a developmental reading program for remedial work.

The test in democratic process is administered to juniors in U.S. History classes. Students must score at least 80 percent on a staff-developed test to be considered as passing the democratic process competency. Problem-solving ability is evaluated the second semester of a student's junior year, also in the U.S. History class. Students must demonstrate the steps of problem solving to the teacher by the end of that course.

The oral communication test is administered to second semester sophomores through the teacher-adviser program.

The Gary, Indiana, Board of Education adopted a resolution in September 1974, to develop criterion-referenced exams to assess student competencies in reading, writing, spelling, and mathematics. The reading test was administered to eleventh grade students for the first time in January 1976. The requirement to successfully complete the reading test goes into effect with the class of 1977. Tests in the three other areas are under development.

The Nebo School District, Spanish Fork, Utah, has instruments to verify competencies in career education, music, typing, physical science, geography, mathematics, home economics, English, and art.

The Salt Lake City School Board of Education adopted as a priority goal for the 1975-76 school year the establishment of competency-based instruction and the initiation of programs to verify achievement prior to graduation from the Salt Lake City School District. By the fall of 1976 the school district shall have developed a series of competency examinations for students in the areas of English and mathematics.

The Los Angeles Board of Education in January 1976, passed a requirement that all candidates for high school graduation must demonstrate proficiency on a reading test sufficient to affirm that the graduates read and comprehend at a level adequate to survive in society.

The Anchorage Borough School District adopted in August 1975, two proficiency requirements for graduation: basic English skills and math skills. Students are evaluated during the third quarter of the tenth grade. Students not meeting the proficiency requirements based on this evaluation are required to enroll in, and pass, special remedial courses which stress basic skills in both these subject areas.

Parkrose School District No. 3, Portland, Oregon, has developed several instruments to verify graduation requirement competencies in mathematics and writing.

Duval County, Florida, has developed a new Functional Literacy Test (including computation problems) to verify the basic skills required for graduation.

Greensville County, Virginia, has adopted a program of minimum standards reaching from the elementary grades through high school.

Phillips Academy, Andover, Massachusetts, requires students to demonstrate competencies in reading and writing. Students must satisfactorily confirm these competencies in English class to qualify for graduation.

The Craig City School District, Craig, Alaska, has dropped the Carnegie unit in favor of a spectrum of performance objectives. As a

student masters a specific set of objectives, credit is granted toward graduation. Mastery is determined by performance tests along with other measures.

The St. Paul Open School, St. Paul, Minnesota, has also stopped basing course credit on Carnegie units. Instead, St. Paul Open School substitutes verification of experiences and competencies as requirements for graduation. Students prove their ability in each of six general categories to fulfill graduation requirements.

Designing and Using Competency Tests

Many schools are interested in the design and use of competency measures. Most paper and pencil tests available today, however, do not measure "survival skills" or "enabling competencies." Educators need to develop, then, these testing devices and procedures. A measure of student performance on tasks critical to functioning in a complex society is a significant measure, indeed.

Expecting high school students to demonstrate proficiency in important areas of the curriculum is consistent with good educational practice. Little controversy exists on that point. The issues raised about competency testing focus upon other matters such as the definition and determination of the proficiency levels to be required. To establish and define proficiency levels the goals must be clear, precise, and understandable. Without a clear statement of goals, competency tests can become a quagmire.

The use of the test must be considered. Will it be applied as an indication of general knowledge or as a demonstration of specific minimums? Will the tests be linked to graduation? Or, will passing the test result in a certificate, an additional credential, or an endorsement on the traditional diploma?

Since schools want proficient graduates, the administration of a competency test should be timed well in advance of graduation. When students do not reach the minimum level of competency, schools must respond with remedial programs to help the student reach these minimum levels. The payoff for competency testing is in appropriate remediation for students lacking essential competencies.

Competency tests should serve not only as an opportunity for students to identify deficiencies and to demonstrate important skills but, more importantly, to provide an impetus for revising program sequence and content to help students reach desired levels of proficiency. The purpose of competency tests is to "screen in" students, not to screen out students.

Intimately connected to the question of purpose for the tests is the problem of defining "proficiency." Will the school test proficiency in skills and knowledge learned in school or test the application of learning to tasks which are required outside school? Or, will the school test both areas?

The minimum acceptable level of proficiency or achievement must be established. Will that minimum be pegged at a certain grade level equivalent on a standardized test? If so, what grade level is acceptable? Or will the minimum level be 100 percent accuracy, or 90 percent accuracy, or 70 percent accuracy on a test of skills or behaviors to be learned by the student? Or will results be reported on a "pass/fail" basis? Or will they be defined at specified levels of competency above base line requirements?

While criterion levels are absolute, they are not always *a priori*. They are generally based on experience, and their absoluteness is always related to a specific time and situation. When one uses competencies, criterion levels change as society changes and as the situation demands. New hypotheses are formulated and tests constantly reexamined as information is gathered.

School systems must not confuse norms with standards of competency. The purposes of the tests need to be kept clearly in mind. One cannot assume that a test designed for one purpose can satisfy another purpose. In addition, the content validity of tests must be assured. Schools should make certain that proficiency tests measure behaviors that reflect the learning opportunities of students.

In summary, the use of competency measures to determine the attainment of objectives sought involves five considerations. These include:

- Agreement as to the kinds of indicators to be used as evidence of achievement.
- Agreement as to the ways achievement will be documented.
- Agreement on the levels of outcome desired.
- Agreement on the procedures to be followed in judging performance.
- Agreement on remedial processes, as needed.

Currently there appear to be two general approaches to developing proficiency tests. One practice is for individual schools or school systems to develop instructional objectives and then to write test items which meet these objectives. Test items can reflect noncognitive as well as cognitive outcomes.

A second practice is to tap existing pools of test items. Test items appropriate to examine various competencies are being developed by

a number of organizations including Educational Testing Service, Westinghouse Learning Corporation, the UCLA Center for the Study of Evaluation, and the Clearinghouse for Applied Performance Testing.

Either approach may be used successfully. The important issue is not the source of the test items, but their appropriateness to the performance being measured.

Test experts generally agree that the chief difference between criterion-referenced tests and norm-referenced tests is that criterion-referenced tests are used to determine what a student knows rather than how he ranks on a scale with other students. Persons who favor criterion-referenced tests list these advantages:

- They are good ways to assess desired achievement if objectives have been clearly stated.
- They can report a larger amount of specific and detailed information on pupil competency than can other, more extensive instruments at a given cost.
- They emphasize mastery of specifics by pupils, although some arbitrariness can exist in the definition of mastery and in the choice of specifics to master.
- They are meaningful measures of achievement in that they establish a common standard for all.
- They allow the freedom for the criteria in one locale to be different from the criteria in another.
- They have the obvious advantage of providing direct instructional feedback.

Competencies and Courses

Broadly stated, the general purpose of secondary education is twofold: (1) to nourish the talents of each individual, (2) to develop in students common attitudes and competencies sufficient for society to function.

Many skills can be measured by tests of competency. Complex behaviors, however, are more difficult to gauge. The determination of educational inputs and the measurement of outputs is still an indefinite science in the affective realm. The documentation of planned experience, therefore, remains a useful measure to school systems desiring that the diploma reflect more than demonstrated proficiency.

Such school systems argue that indicators of performance can strengthen the evaluation process but they are insufficient by themselves as criteria. They do not constitute a complete education. Measures of performance need to be paired, some schools believe, with verification of experience to document a comprehensive education. Among the experiences important to learning under this philosophy is the opportunity to study and work in a group environment. The discussion, the response of others to one's actions, the completion of tasks, the assumption of responsibility for others, and participation in a collective enterprise, all contribute significantly to a social and intellectual preparedness for adulthood.

Schools using credit requirements believe that the world into which youth graduate, the world of employers and of institutions of higher education, wants more than cognitive and psychomotor proficiency. This world is also seeking, these schools believe, certain social qualities such as maturity, dependability, and the ability to work constructively in a group setting. The realm of experience as well as of achievement, it is argued, is important to the value of the high school diploma.

The graduate should possess enabling skills that are social as well as personal. The socialization dimension of education and the experiential dimension of learning necessitate, according to many educators, the use of units as well as competencies for credit verification.

Finally, persons who propose that course credits be a part of graduation requirements assert that while some products of experience may be measured, other products may not be so easily evaluated by measurement. Many persons capable of passing an examination on sailing or mountain climbing would find themselves in deep trouble when their knowledge was tested by Mother Nature. Documentation of the successful completion of a field experience, in this instance, might prove to be a more reliable measure than other forms of examination—and so with many courses and programs in the curriculum. The benefit of actual experience can be central to education. In sum, the diploma should reflect more than academic competency; it also must encompass the personal growth and development of the student.

The traditional credit system has the advantage of flexibility, course by course, as well as ease of documentation. Educationally, it also accommodates individual interests. The disadvantage of the credit system centers around the problem of inconsistent standards. Quality may bear little relationship school by school.

A second approach to verification, that of competency measures, allows for specific examination of skills. It also has the advantage of requiring careful thought about the course objectives and of the competencies to be measured. This approach can bring a certain honesty

to the diploma. It can define precise expectations and report to parents, the school, and the public whether or not these expectations have been attained.

The use of competency measures for graduation suggests some possible positive and negative outcomes.

Possible Positive Outcomes:

- The question, "What is a high school education?" must be squarely faced.
- The statements required for each course will likely result in carefully organized teaching and carefully designed sequential learning.
- Slow learners and underachievers will likely receive direct and immediate attention.
- Courses of study will likely be revised to correct identified deficiencies.
- Subjects leading to the development of competencies will receive additional emphasis.
- Alternatives and options not requiring attendance in class will likely be broadened.
- The senior year may gain more holding power because of a new focus upon requirements and options.
- The community will know the minimum performance required in specific subject areas for the diploma.

Possible Negative Outcomes:

- Confusion over the meaning of a high school diploma will continue if each district identifies its own level of competencies and performance indicators.
- The emphasis on pragmatic and practical competencies *may* result in erosion of liberal education.
- The emphasis on measurable outcomes could result in less attention to outcomes which are difficult to measure.
- The record-keeping system could become burdensome to teachers and administrators.
- The conflict between "humaneness" and "accountability" may be intensified as criteria are established and clarified.
- Community disagreement may arise over the nature and difficulty of competencies.
- Dropouts could increase depending upon the level of the minimum competencies.

- Expectations for an improved product could exceed actual performance.

Some schools have cautioned about developing ambitious lists of competencies. Keeping account of large numbers of competencies may become burdensome. A point of view has developed, therefore, that if competency measures are used, they should focus upon the more fundamental skills. The greater the application of the skill, the more valuable it will prove to the graduate. Thus, one criterion applied to determine the inclusion or exclusion of competencies as graduation requirements should be usability in life. The diploma should not be submerged in a sea of specific competencies difficult to apply and burdensome to evaluate. Rather, generalized competencies should receive priority.

Some educators believe that qualification for the high school diploma should include verification by course and by competency. The use of both approaches, they feel, would strengthen the measurement process and add authenticity to the diploma. Competency measures would be used to evaluate skill proficiency; credits would be used to document completion of courses and programs. Together, it is argued, they make the evaluation picture complete.

Graduation Requirements

A new awareness exists that graduation requirements should reflect in some way the public's minimum expectations for secondary education. Whatever constitutes the diploma affects the curriculum. Requirements for graduation become, in part, standards for learning; they shape the outcome of schooling.

The NASSP Task Force on Graduation Requirements holds that the criteria for a high school diploma should be distinctive, representing an accomplishment independent of other factors. It must stand on its own merits. A diploma should not necessarily mean that the holder is prepared for a job, states the task force, nor should it particularly signify that the holder is ready for college. Rather, the diploma should certify that the graduate possesses the baseline skills and knowledge essential to an effective adult citizenship.

Expanding upon this viewpoint, the task force believes that effective adult citizenship involves some degree of self-sufficiency. The diploma, therefore, should signify that the holder *possesses the skills to acquire the information necessary to be a citizen and a worker.* The graduate should be a person prepared to learn on his own, an educationally

independent being possessing a set of basic competencies allowing for life to be pursued in an informed and productive manner.

Continuing this argument, the NASSP task force recommends that graduates be *competent in the basic skills at a level sufficient to learn job specifications or to pursue the requirements to enter postsecondary education.* The graduate, having acquired the skills to learn independently, then becomes free to direct himself as interests and circumstances dictate. He will have reached the "takeoff point" in education, casting away dependency and allowing for an autonomous pursuit of choices which lie ahead.

Finally, the task force proposes that the graduate should also be sufficiently knowledgeable about democratic processes and experienced in group discussion so as to be an informed voter, capable of functioning in the local community. The enabling skills which allow a person to participate in society are not only cognitive, but social as well.

The diploma requirements, according to the task force, should, therefore, include these verified attributes of the graduates:

- an ability to read, write, and compute with specified proficiency;
- an acquaintanceship with the American experience, to include an understanding of the process and structure of democratic governance;
- the successful completion of a series of courses and/or planned experiences, some of which involve a group setting.

Concerning the question of the verification of these requirements, the NASSP task force believes in using two specific approaches:

I. To be verified by competency measures:
   A. Functional literacy in reading, writing, and speaking.
   B. Ability to compute, including decimals and percentages.
   C. Knowledge of the history and culture of the United States, to include the concepts and processes of democratic governance.

Functional literacy concerns the performance of tasks representative of adulthood. These tasks include the ability to locate information, to summarize paragraphs, to interpret maps and tables, to follow written instructions, to understand basic manuals (e.g., for the driver's license), and to corroborate written information.

Ability to compute includes an application of the appropriate operation to problems as well as an understanding of the computational process itself.

Knowledge of the American experience focuses upon the central political, economic, and social events of the nation as well as understanding the precepts of democracy and its processes in action.

II. To be verified by units or credits

A. Successful completion of credits or units equal to a regular student course load extending through the first semester of the senior year.

B. Sufficient attendance in courses and programs to gain fully the educational and social benefits of group situations.

The number of units required for graduation should be sufficient to ensure a thorough education, yet not be so large or inflexible as to preclude early graduation should that be the desire of students and their families. The number of units required should also not be so large as to prevent the graduation with their class of students who have failed one or two courses. Thus, the requirements should be somewhat less than a regular student course load carried through the second semester of the senior year.

According to the NASSP task force, attendance in educational settings is an important component of learning for youth. Good attendance benefits youth academically as well as socially, it is argued. Group learning assists students to communicate, to work together, to gain perspectives, and to accept responsibility—all important components of adulthood. Also, good attendance at work is expected and rewarded in the adult world. A habit of consistency, therefore, is a beneficial behavior for youth in the long run, the task force asserts.

The task force on graduation requirements also recommended the use of certificates of competency. These certificates would be awarded to all students whether or not the requirements of the diploma are met. Every student who leaves school, whether by graduation, by "stopout," or by "dropout," would receive a certificate indicating a specific level of competency in the four required areas of reading, writing, mathematics, and American civilization. For some students the certificate would indicate achievement well into the college level. For other students the certificate might indicate achievement at the fourth or fifth grade level.

For the nongraduate these certificates would be seen as an interim record of progress. By receiving something upon leaving school, rather than nothing, it was felt the student might be encouraged to return to complete his education.

Two Central Concerns

The current interest in competency tests as graduation requirements comes face to face with two central problems, one primarily administrative and one essentially philosophical.

The administrative question involves the grade level at which competency tests, if used, should be administered. The schools currently using competency tests advise early testing, preferably at the ninth or tenth grade level. An early diagnosis allows students to be given remedial programs in sufficient time for the required proficiencies to be achieved before the end of the senior year. A central purpose of competency tests is to identify and remediate educational deficiencies for the benefit of the individual as well as to assure society of some minimum competencies.

The second, more philosophical question concerns the matter of what happens to students who do not qualify for a competency-based diploma. If a single diploma is issued to all students regardless of competency level, then the citizens, the students, and the schools are all back to the beginning—the diploma "has no meaning."

To recognize students who have spent four or more years in high school, but who still lack certain competencies, various suggestions have been made. These include:

- special diplomas
- certificates of competency
- diplomas with endorsements certifying that the student has (or has not) met specified competencies
- certificates of attendance.

Whatever route is selected by schools for the diploma will likely draw some complaint because qualifications for the diploma fall precisely between two major requirements of American education: (1) the demand for excellence, and (2) the demand for equality.

Competency Tests in Current Use

A variety of competency tests are being used by local school districts and by certain states. Examples of test items from a selected number of tests are presented here for the reader's information. These items are illustrative, only; they are not definitive. The entire test in each instance must be reviewed to understand the range of competencies evaluated.

The National Association of Secondary School Principals wishes to express its appreciation to the schools and school districts represented by the test examples. Their cooperation allows the reader to view a wide variety of tests in current use.

Most performance tests are copyrighted, some by commercial publishers. Approval for the use of any test items in this publication,

therefore, must be granted by the school, school district, or publisher holding rights.

Illustrations of Competency Tests

Mathematics

- Numerical Proficiency, Form F, Denver Public Schools, Colo.
- Math Test, Form Y, St. Paul Open School, Minn.
- Diagnostic Test, Immaculate Conception Academy, Washington, D.C.
- Mathematics: Graduation Requirement Competencies. Parkrose School District, Portland, Ore.

Reading

- Functional Literacy Test, Form B, Duval County Schools, Fla.
- Proficiency and Review, Test IV, Denver Public Schools, Colo.
- Reading Proficiency Examination, School City of Gary, Ind.

Writing

- Proficiency and Review, Test III, Language Proficiency, Denver, Colo.
- Graduation Requirement Competencies, Form A, Parkrose School District, Portland, Ore.
- Proficiency and Review, Test II, Spelling Proficiency, Denver, Colo.

Democratic Process

- Democratic Process Minimum Competency Test I, Westside School District, Omaha, Neb.

Art

- Art Test, Nebo School District, Spanish Fork, Utah
- Art Study Sheet, Nebo School District, Spanish Fork, Utah

Music

- Music Test for Junior High School, Nebo School District, Spanish Fork, Utah

Money Management

- Consumerism: Student Handbook, Westside School District, Omaha, Neb.

"Proficiency and Review, Test I: Numerical Proficiency, Form F," Denver Public Schools, Denver, Colorado. Reprinted with permission.

TEST I: NUMERICAL PROFICIENCY

DIRECTIONS:

This test is designed to measure your understanding of concepts of arithmetic and your ability to perform the four fundamental arithmetical operations. It is divided into five parts: addition, subtraction, meanings, multiplication, and division.

Solve each problem, doing all scratch work in your test booklet. Then select your answer from among the five answer choices listed to the right of the problem. Mark your answer on the answer sheet by blackening the circle containing the letter that identifies your choice. If you decide that the correct solution is not listed, indicate the fifth choice, "None," as your answer. Look at Sample A below.

SAMPLE ITEMS:

Sample A: Addition

$$\begin{array}{r} 400 \\ +\ 200 \\ \hline \end{array}$$

A 200
B 300
C 600
D 800
E None

Sample B: Division

$5 \overline{)\ 50}$

F 1
G 9
H 12
J 100
K None

In Sample A, the answer is 600. This answer appears in the list to the right of the problem, and is identified by the letter C. On the front of your answer sheet under the heading "Test I: Numerical Proficiency," you will find a box labeled "Samples," containing rows A and B. In row A, the circle containing the letter C has been blackened.

Now work Sample B. Mark your answer on the answer sheet in row B in the box labeled "Samples."

In Sample B, the answer is 10. This answer does not appear in the list to the right of the problem; therefore, "None" is the correct choice. It is identified by the letter K. On your answer sheet you should have blackened the circle containing the letter K in the row for Sample B.

When you are told to begin work, turn to page 4 and start the problems in addition. The answer to the first problem should be marked in row 1 of the column labeled "Addition" on your answer sheet.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

► Work the following problems in SUBTRACTION. Reduce fractions to lowest terms.

11 Subtract:

785
564

A 121
B 141
C 211
D 241
E None

12 Subtract:

831
377

F 454
G 464
H 546
J 1,208
K None

13

$15.00 − $12.24 =

A $2.86
B $3.24
C $3.76
D $3.86
E None

14 Subtract:

8,108
7,659

F 449
G 459
H 1,449
J 1,549
K None

15 Subtract:

$20.00
3.09

A $16.01
B $16.91
C $17.01
D $17.91
E None

16

$606\frac{7}{10} - 196\frac{2}{3} =$

F $409\frac{5}{7}$
G $409\frac{29}{30}$
H $410\frac{1}{30}$
J $419\frac{1}{30}$
K None

17

3.842 − 2.6 =

A 1.242
B 1.836
C 3.582
D 3.816
E None

18 Subtract:

$2\frac{2}{3}$
$1\frac{1}{2}$

F $\frac{5}{6}$
G $1\frac{1}{6}$
H $1\frac{1}{3}$
J $2\frac{1}{6}$
K None

19 Subtract:

4 hr.
2 hr. 55 min.

A 1 hr. 5 min.
B 1 hr. 45 min.
C 2 hr. 5 min.
D 2 hr. 45 min.
E None

20 Subtract:

2 ft. 1 in.
1 ft. 9 in.

F 2 in.
G 3 in.
H 4 in.
J 1 ft. 2 in.
K None

"Math Test, Form Y," St. Paul Open School, St. Paul, Minnesota. Reprinted with permission.

B. WORD PROBLEMS

(19) Tony took 5 spelling tests. Each test had 25 words. He spelled the following number of words correctly: 23, 19, 24, 22, 25. How many words did he get wrong altogether on the 5 tests?

(20) Augusta drives 3 1/2 miles a day and gets 14 miles per gallon of gasoline. How many gallons of gasoline does she use each week?

(21) Ellen wants to cut shelves from 8 feet lengths of boards. Each shelf is 3 1/2 feet long. How many boards will she need to buy if she plans to make 9 shelves?
(Hint: Draw pictures of the length of the boards.)

(22) Wendell will pay the lowest price per ounce for sunflower seeds if he buys them at a store which offers:

22 a. 15 ounces for 30¢ or b. 2 pounds for 60¢

(23) A gallon of paint is supposed to cover 400 square feet (if applied correctly). It is sold in gallon and quart cans. How many gallon and quart cans are needed to paint a room with 4 walls 9 feet high and 10 feet long?

(24) You borrow $15,000.00 at 11% simple interest for one year. How much money do you repay the bank at the end of a year?

(25) You have a bank balance of $8.34. You make a deposit of $23.87. A week later you wrote check for $5.42 and $1.82. What was your bank balance then?

(26) Curtains 5 feet 9 inches long are needed for a set of windows. Which of the following comes the closest to the length required?

(a) 48 inches (b) 60 inches (c) 72 inches

"Diagnostic Test—Basic Mathematics," used by Immaculate Conception Academy, Washington, D.C. Copyright Motivational Development, Inc., Bishop, California 93514. Reprinted with permission.

DIAGNOSTIC TEST

(Basic Mathematics)

You have only so many minutes to complete each section. You may do your work on scratch paper. Copy your answers into the spaces on the right hand side of the sheet. BE SURE TO COPY THEM CORRECTLY.

I. (5 minutes)

1. 328 + 789

2. 4982 + 68 + 8073 + 836

3. 62937 + 58185 + 07348

4. 24 + 380 + 6 =

5. 8427 + 400 + 18 + 302 =

1) _____
2) _____
3) _____
4) _____
5) _____

II. (5 minutes)

6. 573 - 491 =

7. 86542 - 76568

8. 7,000 - 5,296

9. 18888 - 9999

10. 4002 - 98 =

6) _____
7) _____
8) _____
9) _____
10) _____

III. (8minutes)

11. 487 X 53

12. 3726 X 28 =

13. 5207 X 304

14. 765 X 325

15. 27 X 2005 =

11) _____
12) _____
13) _____
14) _____
15) _____

DIAGNOSTIC TEST

(Basic Mathematics)

VII. (6 minutes)

31. .007 + 65.2 =

33. 28.037 - .0032 =

35. 5736 + 9.0032 + .055 =

32. 1.4 + 26.5 + 60.4 =

34. 41.53 - 002.2 =

31)_____

32)_____

33)_____

34)_____

35)_____

VIII. (6 minutes)

36. .002 X 87

37. .48 X 3.2

38. 12.3 X .046

39. $4.2\overline{)8.484}$

40. $.03\overline{)275.4}$

36)_____

37)_____

38)_____

39)_____

40)_____

IX. (6 minutes)

41. 67% of 23 =

42. $\frac{1}{10}$ of 20 =

43. 45 is 300 % of what?

44. What % of 25 is 5?

45. 3.5 is what % of 10?

41)_____

42)_____

43)_____

44)_____

45)_____

X. (5 minutes)

46. If a pie is cut into twelve equal pieces, three pieces would be what fraction of the whole pie? 46)_____

47. You bought a baseball for one dollar and forty-three cents. You gave the clerk $5.00. How much change do you get? 47)_____

48. In a golf game you started out with 4 golf balls. You lost 2 and found 5 more. How many did you end up with? 48)_____

49. You wish to make a board fence 12 feet long, and 6 feet high. How many 6 foot boards 4 inches wide will you need? 49)_____

50. You are to buy hot dogs for a picnic for thirty people. Each person will eat 2 hot dogs. How many packages will you need if there are 10 hot dogs in each package? 50)_____

"Mathematics: Graduation Requirement Competencies," Parkrose School District, No. 3, Portland, Oregon, 1975. Reprinted with permission.

23. The numerical equivalent of one hundred thirty two and two hundredths is:

a. 132.2
b. 130.22
c. 132.02
d. none of the above

IF A RECIPE GIVES THE FOLLOWING INGREDIENTS:

2 cups flour
1 $\frac{1}{2}$ cups sugar
1 tsp. baking powder
1 $\frac{2}{3}$ cups milk

24. Doubling the recipe would require:

e. 2 $\frac{1}{2}$ cups sugar
f. 2 $\frac{1}{3}$ cups sugar
g. 3 cups sugar
h. none of the above

25. Cutting the recipe in one-half would require:

a. $\frac{3}{4}$ cup sugar
b. $\frac{7}{8}$ cup sugar
c. $\frac{1}{2}$ cup sugar
d. none of the above

26. 5 is what percent of 2?

e. 250%
f. $\frac{5}{2}$
g. 40%
h. none of the above

CONTINUE ABOVE

27. If there are 20 students in a class, what percent of the class attended school on the day when 15 students were present?

a. 133 $\frac{1}{3}$%
b. 75%
c. $\frac{133\ \frac{1}{3}\%}{100}$
d. none of the above

28. 6% of 200 is?

e. .1200
f. 60
g. 12
h. none of the above

29. If the weather forecast is a 50% chance for rain, then:

a. rain is not expected
b. there is about an equal chance for either rain or no rain
c. it will more than likely rain
d. none of the above

30. If a die (one dice) is thrown, the chance of getting a six is:

e. about even
f. less than even
g. more than even
h. none of the above

31. If a student received the following scores on tests: 85, 92, 87, 64, and 96, what was the average score?

a. 78.5
b. 84.8
c. 85.8
d. none of the above

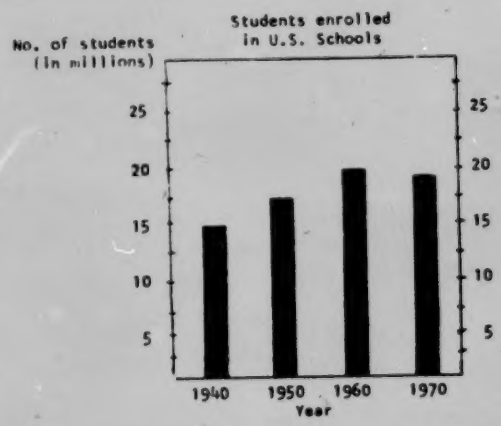
CONTINUE ON NEXT PAGE

32. If a free throw shooter's "average" is .810, then he makes about:

e. 8 out of 10
f. 9 out of 10
g. 2 out of 10
h. none of the above

33. Using the graph below, determine the approximate number of students attending school in the United States in 1960:

a. 22.5 million
b. 17.5 million
c. 20 million
d. 15 million

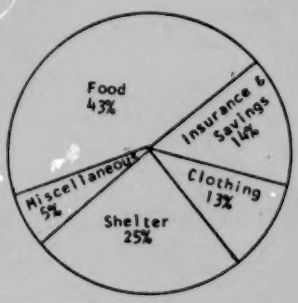


34. Using the same graph, when did student enrollment show a decrease?

e. between 1940 and 1950
f. between 1950 and 1960
g. between 1960 and 1970
h. none of the above

35. Using the circle graph below, select the correct response from the following statements.

a. more money is spent on food than all other items combined.
b. more money is set aside for savings than is spent on insurance.
c. it takes one-fourth of this family's expenditures to pay for shelter.
d. none of the above



STOP

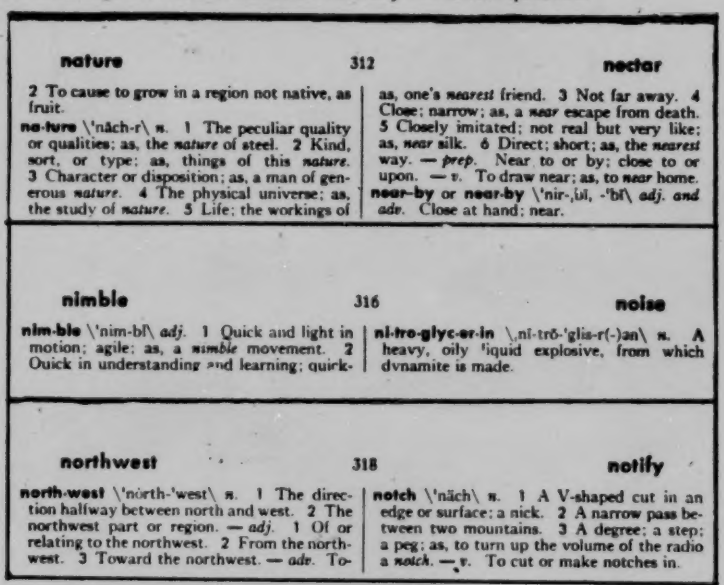
"Functional Literacy Test, Form B," and directions from "Development of the Duval County Functional Literacy-Reading Test and Manual of Directions, Form B," Duval County, Florida. Reprinted with permission.

Number 46

On which of these pages would you find the word "nausea"?

REPEAT QUESTION. WAIT 10 SECONDS.

At the bottom of the page is the definition of the word "nausea." Notice that the different meanings are numbered. Listen carefully to the next question.



nature 312 **nectar**

2 To cause to grow in a region not native, as fruit.

na·ture \'nāch-r\ *n.* 1 The peculiar quality or qualities; as, the *nature* of steel. 2 Kind, sort, or type; as, things of this *nature*. 3 Character or disposition; as, a man of generous *nature*. 4 The physical universe; as, the study of *nature*. 5 Life; the workings of

as, one's *nearest* friend. 3 Not far away. 4 Close; narrow; as, a *near* escape from death. 5 Closely imitated; not real but very like; as, *near* silk. 6 Direct; short; as, the *nearest* way. — *prep.* Near to or by; close to or upon. — *v.* To draw near; as, to *near* home.

near-by or **near·by** \'nir-,bī, -'bī\ *adj. and adv.* Close at hand; near.

nimble 316 **noise**

nim·ble \'nim-bl\ *adj.* 1 Quick and light in motion; agile; as, a *nimble* movement. 2 Quick in understanding and learning; quick-

ni·tro·glyc·er·in \,nī-trō-'glis-r(-)ən\ *n.* A heavy, oily liquid explosive, from which dynamite is made.

northwest 318 **notify**

north·west \'nȯrth-'west\ *n.* 1 The direction halfway between north and west. 2 The northwest part or region. — *adj.* 1 Of or relating to the northwest. 2 From the northwest. 3 Toward the northwest. — *adv.* To-

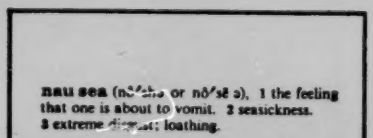
notch \'näch\ *n.* 1 A V-shaped cut in an edge or surface; a nick. 2 A narrow pass between two mountains. 3 A degree; a step; a peg; as, to turn up the volume of the radio a *notch*. — *v.* To cut or make notches in.

46. A. 312

B. 316

C. 318

Number 47



nau·sea (nȯ'zē-ə or nȯ'zhə), 1 the feeling that one is about to vomit. 2 seasickness. 3 extreme disgust; loathing.

47. A. 1

B. 2

C. 3

If you read directions on a medicine bottle that said "take for nausea" which of the meanings would apply?

REPEAT QUESTION. WAIT UNTIL ALL STUDENTS HAVE MARKED THEIR ANSWER SHEET.

Number 60

What number do you dial to contact the Police Department in an emergency if you live in Jacksonville?

REPEAT QUESTION. WAIT UNTIL ALL STUDENTS HAVE MARKED THEIR ANSWER SHEET.

	Jacksonville	Orange Park	Baldwin	Middleburg
	Fire 633-2211	264-3737	266-4233	282-5541
	Police Emergency Only 633-4111 Information 633-4202	264-9612	266-4221 or 266-4751	264-6312
	Ambulance Medical Emergency 633-2211 Emergency Ambulance 633-2211	633-2211 633-2211	633-2211 633-2211	633-2211 633-2211
	Florida highway patrol emergency only			355-9981
FBI	(Federal Bureau of Investigation)			355-1401
	U. S. Secret Service			791-2777
	other important numbers — poison control center			389-7751
	other important numbers — child abuse registry			725-8388
	other important numbers — crisis and suicide intervention			384-6488
	Florida Public Service Commission Local Office Consumer Services Tallahassee (Toll Free)			384-3451 1-800-342-3552
	office 633-6075 doctor home 778-2254 Dr. Jones (write your doctor's numbers here)			

60. A. 633-4111

B. 633-4202

C. 633-2211

D. 791-2777

"Proficiency and Review, Test IV: Reading Proficiency, Form F," Denver Public Schools, Denver, Colorado. Reprinted with permission.

TEST IV: READING PROFICIENCY

This test is designed to measure your understanding of reading passages and your knowledge of word meaning. It is divided into two sections: reading comprehension and vocabulary.

Directions and sample items for the reading comprehension section are on this page. The directions and a sample item for the vocabulary section immediately precede the vocabulary test items. When you reach the vocabulary section, read the directions and sample item; then continue working.

DIRECTIONS:

READING COMPREHENSION SECTION

The reading comprehension section contains three short reading passages. Each passage is followed by eight test items. Each test item is a statement about the preceding reading passage. After you have read the entire passage, study each test item and mark your answer sheet according to the following key.

KEY: On your answer sheet, blacken the circle containing the letter

- A if the idea stated in the test item is in AGREEMENT with the contents of the reading passage;
- D if the idea stated in the test item is in DISAGREEMENT with the contents of the reading passage;
- N if the idea in the test item is NEITHER STATED NOR SUGGESTED in the reading passage.

The following samples are based on the reading matter in the preceding paragraphs.

SAMPLE ITEMS:

Sample A The vocabulary section contains 26 items.

Sample B You are directed to read the entire passage before working the items in the reading comprehension section.

The idea in Sample A is NEITHER STATED NOR SUGGESTED in the preceding paragraphs; therefore, the answer is N. On the back of your answer sheet under the heading "Test IV: Reading Proficiency," you will find a box labeled "Samples," containing rows A and B. In row A, the circle containing the letter N has been blackened.

Now select your answer for Sample B and mark it on the answer sheet in row B in the box labeled "Samples."

In Sample B, the idea is in AGREEMENT with the preceding paragraphs; therefore, the answer is A. On your answer sheet you should have blackened the circle containing the letter A in the row for Sample B.

When you are told to begin work, turn the page and start reading the first passage. The answer to the first item should be marked in row 151 in the comprehension section on your answer sheet.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

► **Read the following article carefully. Then work Items 167 through 174.**

KEEP U.S. YOUTH FIT

WASHINGTON, D.C.—Alarmed lest this turn into a nation of weaklings, the President sent a message to every school administrator saying why it is urgent that each student be physically fit.

This was followed by a second message, going to 144,000 schools, showing how this may be accomplished. In his message to school administrators, the President said: "Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of civilization continues to carry on its persistent erosion."

The kickoff of the physical fitness drive came in an executive order calling for a minimum of 15 minutes of vigorous activity each day in each school in the country.

Several studies show that American youth do worse on simple tests than youngsters of other nations. Samples: One test, which 57.9 per cent of the U.S. youngsters flunked, was given to a similar group in Italy and Austria. The Europeans had only 8.9 per cent failure. And on seven different tests given to boys and girls in the 10 to 17 age bracket, British girls ran ahead of American girls 7-0, while British boys won by 6-1. The U.S. boys were superior only in "arm power."

Not only are today's American youngsters behind youngsters of other countries, they're not so sturdy as their fathers were. Springfield College has been giving tests periodically since the 1920's, and national averages were established on the basis of these tests. Recently, not one school measured up to the national averages.

Studies also show that 72 per cent of the nation's schools have inadequate physical education programs.

KEY: **On your answer sheet, blacken the circle containing the letter**

- **A** **if the idea stated in the test item is in AGREEMENT with the contents of the reading passage;**
- **D** **if the idea stated in the test item is in DISAGREEMENT with the contents of the reading passage;**
- **N** **if the idea in the test item is NEITHER STATED NOR SUGGESTED in the reading passage.**

167 The proposed physical fitness program requires a minimum of one hour's exercise during each school day.

168 European children do better on fitness tests than American youth.

169 Less than 10 per cent of a group of European children failed on a test which was flunked by over half of the American youngsters.

170 European youth develop physical skills not at school, but from hard work.

171 On physical fitness tests, U.S. youth were compared with youth in all European nations except Italy and Austria.

172 British boys scored lower than U.S. boys in "arm power."

173 The "softness" of today's youth is due to too many milkshakes, candy bars, hamburgers, and rich between-meal snacks.

174 Fathers of today's American youth were sturdier than their children are.

"High School Reading Proficiency Examination," specifically designed for the School City of Gary, Indiana, by Westinghouse Learning Corporation, 1974. Reprinted with permission.

32. Read this statement:

Women should have the right to be educated to their full potential along with men.

If a person expressed this view, which ideas below would he or she most likely believe?

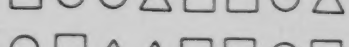
1. A woman's place is in the home.
2. Women should refuse to do any housework.
3. If women do the same work as men, they should receive equal pay.
4. Women should make all of the important world decisions.
5. Women and men should share household tasks.
6. It was a mistake to give women the right to vote.

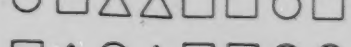
(A) numbers 1 and 6
(B) numbers 2 and 4
(C) numbers 3 and 5
(D) numbers 4 and 5

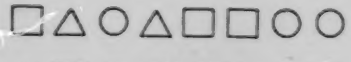
33. Follow the directions below to design a border. Use scratch paper to draw the border.

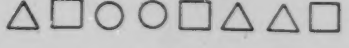
(1) You will use squares, circles, and triangles to make your border.
(2) Draw five squares, four circles, and three triangles in a straight line.
(3) Erase every third figure and replace it with a circle.
(4) Starting with the second figure in your line, erase it and every second figure from then on.
(5) Put a triangle in the first two empty spaces.
(6) Put a square in the next empty space.
(7) Put a circle in the next three empty spaces.
(8) Erase all but the first eight figures.

Which border looks like yours?

(A) 

(B) 

(C) 

(D) 

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO

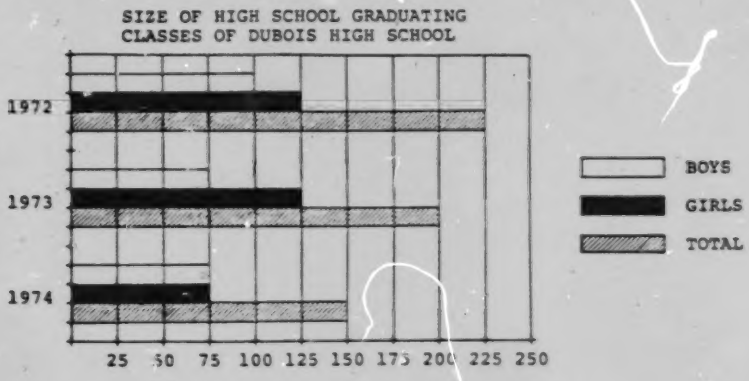
37. Read the following paragraph carefully.

All the students in Leslie's ninth-grade class took a trip to Chicago. A special bus was chartered for the trip. They visited the Aquarium, the Planetarium, and the Lincoln Park Zoo. At lunch time, the thirty-two ninth graders filed into the cafeteria at Marshall Field's. What a lot of hamburgers were consumed!

After reading the paragraph above, which of the following statements could you correctly assume?

(A) Leslie took a trip to Chicago.
(B) The Planetarium was the most enjoyable part of the trip.
(C) The bus driver was nervous about driving thirty-two ninth graders.
(D) They all ate lunch at one o'clock.

38. Use the chart below to answer the following question.



How many girls were in the graduating class of 1973?

(A) 200
(B) 100
(C) 75
(D) 125

47. Look carefully at the application form below.

PLEASE TYPE OR PRINT IN INK
(Pencil is not acceptable)

DEPARTMENT OF STATE
PASSPORT APPLICATION
(Before completing this application, read and detach information for Passport Applicants on pages 3 and 4) (Use supplemental sheets when the space provided is not adequate)

(PASSPORT OFFICE USE ONLY)
R D O DP Endorsement

TO BE COMPLETED BY ALL APPLICANTS

A (First name) (Middle name) (Last name)

1. I, Steeples, Gary Thomas, a citizen of the United States, do hereby apply to the Department of State for a passport.

Please send my passport as quickly as possible.
Gary Steeples

2 MAIL PASSPORT TO:
3 IN CARE OF (If applicable): Gary T Steeples
4 STREET: 2634 Kenwood
5 CITY: Mapleton STATE: Wisconsin ZIP CODE:
PHONE NOS. Area Code: 319 Home: 684-8570 Business: 684-4720

6 DATE OF BIRTH (Month) 12 (Day) 23 (Year) 43
PLACE OF BIRTH (City, State or Province, County): Milwaukee, Wisconsin

EVIDENCE

Which line of the application form is completed correctly?

(A) Line 1
(B) Line 4
(C) Line 5
(D) Line 6

48. What mistake did this person make in completing this passport application?

(A) He did not type the information.
(B) He did not give his birthdate correctly.
(C) He did not list his complete phone number.
(D) He wrote in space intended for office use only.

49. Read the following paragraph.

The three-year-old boy had disappeared in the woods. The men searched the woods all night long. If anyone found the child, he was to fire three shots into the air. The boy's mother sat in the cabin waiting for news. Early in the morning, someone fired three shots. The child had been found, asleep under a bush.

Which one of the following phrases shows EFFECT?

(A) the boy had disappeared in the woods
(B) the men searched the woods all night long
(C) if anyone found the child
(D) the boy was three years old

"Proficiency and Review, Test III: Language Proficiency, Form F," Denver Public Schools, Denver, Colorado. Reprinted with permission.

TEST III: LANGUAGE PROFICIENCY

This test is designed to measure your ability to recognize correctly written English. There are three types of errors in this test: errors in punctuation, capitalization, and grammar. For this test, an "error in punctuation" means that a punctuation mark has been left out *or* incorrectly used. An "error in capitalization" means that a capital letter has been left out *or* incorrectly used. An "error in grammar" includes errors in word usage as well as common grammatical errors.

DIRECTIONS:

There are two selections in the test. Each line of the selections is numbered and represents one test item. The words in an item are usually part of a sentence which begins on a previous line or ends on a later one. Study each line. Keeping the whole sentence in mind, decide whether the line is correct or contains one of the errors listed in the key below.

KEY:
- P error in PUNCTUATION
- C error in CAPITALIZATION
- G error in GRAMMAR
- N NO ERROR

Look at the sample items.

SAMPLE ITEMS:

Sample A Mary didn't want no

Sample B ice cream. Her sister did.

In Sample A, "didn't want no " is an error in grammar. Therefore, G is the correct answer. On the back of your answer sheet under the heading "Test III: Language Proficiency," you will find a box labeled "Samples," containing rows A and B. In row A, the circle containing the letter G has been blackened.

Now select your answer for Sample B and mark it on the answer sheet in row B in the box labeled "Samples."

There are no errors in Sample B; therefore, the correct answer is N. On your answer sheet you should have blackened the circle containing the letter N in the row for Sample B.

When you are told to begin work, turn the page and start the language items. The answer to the first item should be marked in row 101 on your answer sheet.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

KEY: P error in PUNCTUATION
C error in CAPITALIZATION
G error in GRAMMAR
N NO ERROR

MONEY HELPS

101 Ted and jim met me after the game,
102 and we went to the drug store for sodas.
103 While we was there, Alice and Sandra
104 came in and set down at our table.
105 Sandra asked, "Can her and me have a ride home?"
106 I said that I didn't mind, although I had very little gas.
107 As Ted paid, he whispered, Can't you help on this?"
108 I gave him my last fifty cents. We walks out.
109 We took a long way home. Sandra wanted to see
110 if the jefferson high school bus was still at
111 school. She wanted to tease her uncle, Jefferson's
112 baseball coach, about losing the game I
113 was worried about gasoline. We parked
114 behind the school bus? The team was
115 leaving the gym. "Hi, uncle ralph," Sandra
116 called. "I'm sorry our team winned so easily." Mr.
117 Smith he came over to the car. "Will you
118 swear to that, he said. The team laughed.
119 "We might have won if our star player had passed
120 his american history," Mr. Smith said.

KEY: P error in PUNCTUATION
C error in CAPITALIZATION
G error in GRAMMAR
N NO ERROR

121 The team got on the Bus.
122 Us fellows weren't sorry. The girls
123 were getting to know them Jefferson
124 guys real fast like. We drove the girls
125 home, luckily, I had enough gas.
126 When the car ran out of gas by the roberts
127 Museum. I was alone. I got out
128 and walked home. It wasn't far, but i decided
129 to be less carelesser in the future: I liked
130 riding much better than walking, even a few blocks.

"Writing: Graduation Requirement Competencies, Form A," Parkrose School District, No. 3, Portland, Oregon, 1975. Reprinted with permission.

(6) Jean had a dental appointment on monday morning at ten o'clock. (7) While she was driving to the dentists office, a car ran a traffic light and hit the side of her automobile. (8) Fortunately even though her car was wrecked Jean suffered no injuries. (9) A taxi was called, and she continued to the office for her appointment. (10) As Jean entered the waiting room, the nurse exclaimed, what happened to you?

6. What is incorrect in line (6)?

   a) nothing - the sentence is correct
   b) "monday" should be capitalized
   c) quotation marks are needed for one phrase
   d) ending punctuation is incorrect

7. What change should be made in line (7)?

   a) a comma is needed after "driving"
   b) an apostrophe is needed in one word
   c) a comma is needed after "light"
   d) ending punctuation is incorrect

8. What correction is needed in line (8)?

   a) none - the sentence is correct as written
   b) ending punctuation should be an exclamation point
   c) commas should be inserted after "fortunately" and "wrecked"
   d) quotation marks are needed for one phrase

9. What change should be made in line (9)?

   a) "office" should be capitalized
   b) ending punctuation should be an exclamation point
   c) a comma should be inserted after "continued"
   d) none - the sentence is correct as written

10. What punctuation is missing in line (10)?

    a) none - the sentence is correct as written
    b) an exclamation point is needed after "exclaimed"
    c) the ending punctuation is incorrect
    d) quotation marks are needed for one phrase

CONTINUE ON NEXT PAGE

(16) Next, the family traveled through Nevada and crossed Boulder dam into Arizona. (17) Driving north out of Flagstaff, they approached Grand Canyon National Park from the south side. (18) They agreed that seeing this deep Canyon cut by the Colorado River was one of the highlights of the trip. (19) Then the family took the highway through four corners, a small park where the boundaries of Utah, Colorado, Arizona, and New Mexico meet. (20) Shortly thereafter they entered Mesa Verde a rugged high plateau region cut by several canyons which contain prehistoric Indian dwellings.

16. What error should be corrected in line (16)?

a) "family" should be capitalized
b) insert a comma after "family"
c) "dam" should be capitalized
d) ending punctuation is incorrect

17. What change is required in line (17)?

a) a comma should follow "north"
b) the comma following "Flagstaff" is not needed
c) "south side" should be capitalized
d) none - the sentence is written correctly

18. What correction should be made in line (18)?

a) "Canyon" should not be capitalized
b) a comma should follow "agreed"
c) quotation marks belong before "seeing" and after "trip"
d) none - the sentence is written correctly

19. What correction should be made in line (19)?

a) remove the comma following "corners"
b) "four corners" should be capitalized
c) a comma should follow "park"
d) ending punctuation should be changed

20. What is needed to correct line (20)?

a) an apostrophe is missing in one word
b) insert a comma after "Verde"
c) "prehistoric" should be capitalized
d) ending punctuation should be changed

STOP

"Proficiency and Review, Test II: Spelling Proficiency Form F," Denver Public Schools, Denver, Colorado. Reprinted with permission.

TEST II: SPELLING PROFICIENCY

This test will measure your ability to recognize correctly spelled words.

DIRECTIONS: Each item in this test contains four words and the word "NONE." Each word and the word "NONE" are identified by a letter of the alphabet. If you think a word is misspelled, blacken the circle on your answer sheet containing the letter that identifies that word. If you think all the words are spelled correctly, blacken the circle containing the letter that identifies "NONE." Look at Sample A below.

SAMPLE ITEMS:

Sample A	Sample B
A *brain*	F *enemy*
B *expense*	G *flatt*
C *grammar*	H *repair*
D *racing*	J *salesman*
E NONE	K NONE

In Sample A, all the words are spelled correctly. Therefore, the answer is "NONE," identified by the letter E. On the back of your answer sheet under the heading "Test II: Spelling Proficiency," you will find a box labeled "Samples," containing rows A and B. In row A, the circle containing the letter E has been blackened.

Now select your answer for Sample B and mark it on the answer sheet in row B in the box labeled "Samples."

In Sample B, the second word is misspelled. This word is identified by the letter G. On your answer sheet you should have blackened the circle containing the letter G in the row for Sample B.

When you are told to begin work, turn the page and start the spelling items. The answer to the first item should be marked in row 51 on your answer sheet.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

► Do these items the same way you did the Sample Items.

51	A	newspaper	55	A	expect	59	A	jelous
	B	view		B	signal		B	national
	C	ruened		C	choose		C	realize
	D	license		D	democrasy		D	original
	E	NONE		E	NONE		E	NONE
52	F	halvs	56	F	gloryous	60	F	pupil
	G	struggle		G	correct		G	knot
	H	medicine		H	visits		H	discuss
	J	explain		J	residence		J	weight
	K	NONE		K	NONE		K	NONE
53	A	swept	57	A	artist	61	A	provide
	B	manufacture		B	thirteen		B	lissened
	C	afrade		C	whispur		C	benefit
	D	purely		D	bicycle		D	neglect
	E	NONE		E	NONE		E	NONE
54	F	answer	58	F	vision	62	F	ground
	G	honesty		G	giant		G	multiply
	H	relative		H	cease		H	disease
	J	stretch		J	musle		J	fury
	K	NONE		K	NONE		K	NONE

"Democratic Process Minimum Competency Test I," Westside High School, Omaha, Nebraska. Reprinted with permission.

STUDENT NAME _____ ACCEPTED _____

ADVISOR NAME _____ NOT ACCEPTED _____

COUNSELOR NAME _____ INSTRUCTOR SIGNATURE _____

DEMOCRATIC PROCESS MINIMUM COMPETENCY TEST I

Read each of the following statements and decide whether that situation would generally be found in a democratic society.

All the information you need to make your decision is in the statement itself--do not attempt to add information of your own to these statements. We will define any terms you are not sure of during the test. Place an X in the column marked would expect beside those statements which you would expect to find in a democratic society and an X in the column marked would not expect next to those statements you would not expect to find in a democratic society.

Would Expect	Would not Expect		
( )	( )	1.	The President vetoes a bill passed by Congress.
( )	( )	2.	The President abolishes the Supreme Court.
( )	( )	3.	The police break into Jim Jone's house without a search warrant to find out if he has been doing anything illegal.
( )	( )	4.	A woman gets sentenced to jail without a trial.
( )	( )	5.	The government stops the printing of a newspaper because it criticizes the government.
( )	( )	6.	The President appoints the next Governor of Nebraska.
( )	( )	7.	The Supreme Court declares the death penalty unconstitutional.
( )	( )	8.	Joe Doer speaks out against governmental policies he disagrees with.
( )	( )	9.	Mrs. Jones is not allowed to vote because of her race.
( )	( )	10.	The President fires a Senator from Nebraska.
( )	( )	11.	The Police refuse to allow an arrested man to phone his lawyer.
( )	( )	12.	A person is arrested for breaking a law that is not written down.
( )	( )	13.	Nebraska requires that all citizens will belong to the same religion.
( )	( )	14.	Joe Smith is taken before the Congress to be put on trial for murder.
( )	( )	15.	Mr. Jones is fined $10,000 for public drunkenness.
( )	( )	16.	Mr. Smith won over half the votes in the race for mayor so he is the next mayor.
( )	( )	17.	Nebraskans elect citizens to represent them in Congress.
( )	( )	18.	The President orders that everyone be in their homes by 10:00 o'clock each night.
( )	( )	19.	People are barred from all city council meetings.
( )	( )	20.	Elections are held regularly.

42

Would Expect	Would Not Expect	
( )	( )	21. Only one candidate is allowed on the election ballot.
( )	( )	22. John Smith is not allowed to run for office because he does not make enough money.
( )	( )	23. The Date and place for an election are not made public.
( )	( )	24. Congress declares that a state law need not be obeyed.
( )	( )	25. The Army is ordered by the President to police the streets of a city when no crisis exists.
( )	( )	26. Nebraska passes a law making it illegal to drink under age 19 in the state of Iowa.
( )	( )	27. A city furnishes the people with services such as trash removal, traffic regulation, snow removal, and road repair.
( )	( )	28. The Omaha City Council prohibits use of studded snow tires on Omaha streets and roads.
( )	( )	29. The City Council sets aside a section of the city for an industrial site.
( )	( )	30. The City of Fremont, Nebraska, declares war on Canada.
( )	( )	31. Mr. Smith chooses not to vote in the Presidential election because he does not feel the candidates meet his requirements for the Presidency.
( )	( )	32. A local T. V. station attacks the mayor's snow removal program.
( )	( )	33. People vote secretly.
( )	( )	34. Mr. Smith passes a legal form around to get signatures in order to change a law.
( )	( )	35. Minority groups are not allowed into a state university.
( )	( )	36. People organize to elect a man to represent them.
( )	( )	37. A difference of opinion on a crucial issue is solved by one person making a decision.
( )	( )	38. A group of people go to the city council to ask for an investigation of the mayor.
( )	( )	39. Mrs. Jones is not allowed to run for President because we have never had a woman president.
( )	( )	40. Mr. Smith refuses to pay his state taxes because he does not agree with the governor and is willing to go to jail for his actions.
( )	( )	41. Joe refuses to accept the penalty for breaking a law prohibiting the smoking of marijuana.
( )	( )	42. Ed chooses to go to prison rather than take part in a national war with which he disagrees on moral grounds.
( )	( )	43. A group of people break into the jail, remove a prisoner, and hang him without a trial.
( )	( )	44. Joe Smith is elected to go to national convention to help pick the next presidential candidate of his party.
( )	( )	45. A citizen is upset with a local policeman's speed trap tactics and asks for a public hearing to change this practic

"Art Test," Nebo School District, Spanish Fork, Utah. Reprinted with permission.

DIAGNOSTIC EVALUATION FOR ART SKILLS AND CONCEPTS

Mark on answer sheet only one correct answer. Darken in letter or number.

1. Which of the following does not describe black and white
   a. are directly opposite on a value scale
   b. can be used to change the value or shade of a color
   c. are the greatest difference one can have in value or shade contrast
   d. are one of the chromatic colors

2. Which of the following is not a basic property of color
   a. value
   b. hue
   c. chroma
   d. intensity
   e. texture

3. An example of two complimentary colors are
   a. red and orange
   b. red and purple
   c. red and black
   d. red and green

4. Pure color over-powers grayed colors
   a. True
   b. False

5. Black next to or surrounding a colored area will
   a. make the color appear less bright
   b. make the color appear more bright
   c. will make the color disappear
   d. all of above

6. Light valued colors seem visually heavier than dark valued colors.
   a. true
   b. false

7. After looking at an area of the color red for a period of time, you will see on a white background (the after image)
   a. red
   b. green
   c. black
   d. white
   e. all of above

8. In order to create green paint, one must mix
   a. blue and white
   b. yellow and violet
   c. yellow and blue
   d. blue and red
   e. all of above

9. When you mix two complementary colors together you
   a. make the colors appear brighter
   b. increase its value
   c. lessen its intensity
   d. create a color afterimage

10. The intensity of a color is increased when you add gray or black
    a. true
    b. false

11. Which color in a painting would visually advance (seem to come forward) the most?
    a. blue
    b. red
    c. green
    d. violet
    e. black

12. In painting a living room to create harmony with some accents, would you
    a. use large areas of bright colors and small areas of neutral colors
    b. use large areas of neutral colors and small areas of bright colors
    c. use all white colors
    d. use all dark colors
    e. all of above

13. Bright colors dominate dark colors
    a. true
    b. false

14. Small amounts of one color can be used to vary the darkness or lightness of another color
    a. true
    b. false

15. If shadows create an illusion of depth, a collage or relief sculpture can be made to appear more three dimensional with
    a. color
    b. mood
    c. point of emphasis
    d. line
    e. light

16. Shadows
    a. do not help us observe what time of day it is
    b. always are in the shape of the object casting them
    c. fall toward the direction of light
    d. may have shapes that are unlike the object casting them

17. Shadows are darkest immediately underneath an object and gradually get lighter as they go away from the object
    a. True
    b. false

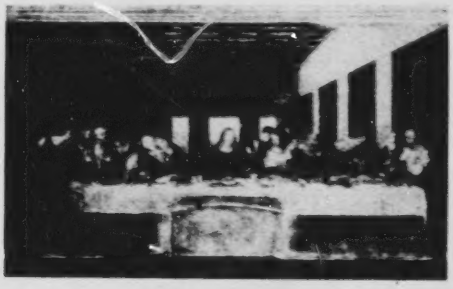
18. Rough texture cause miniature shadows which enables texture to be seen
    a. true
    b. false

19. A shadow is always attached or touches the object casting it
    a. true
    b. false

20. Which of the following does <u>not</u> describe objects as they get farther and farther away
    a. bluer and grayer
    b. smaller
    c. more texture and detail
    d. higher on picture plane or closer to the horizon line

21. One could not distinguish forms and shapes if they had no value contrast with their surroundings
    a. true
    b. false

22. Which statement is not true when only the contour or outline of an object is seen
    a. it appears flat
    b. it looks like a silhouette
    c. it appears smaller



23. In picture #1 Last Supper what type of line perspective was used
    a. three point
    b. two point
    c. one point
    d. atmospheric perspective

24. In picture #1 Last Supper the walls would be considered to the figures
    a. positive space
    b. negative space
    c. open space
    d. no space
    e. all of above

25. #1 picture Last Supper would be considered to be in formal balance
    a. true
    b. false

26. In picture #1 Last Supper what geometric shapes have been used to group the people together
    a. stars
    b. circles
    c. squares
    d. rectangles
    e. triangles

27. The artist who painted picture #1 Last Supper was
    a. Michelangelo
    b. Picasso
    c. De Vinci
    d. Van Goeh

28. In painting #1 Last Supper where is the vanishing point located
    a. center of floor
    b. center of christ
    c. center of ceiling
    d. none of above

"Art Study Sheet," Nebo School District, Spanish Fork, Utah. Reprinted with permission.

STUDENT'S INDIVIDUAL PROGRESS SUMMARY
JUNIOR HIGH SCHOOL

NAME _____ SEX _____ GRADE _____

COURSE ART SCHOOL _____

ENTRY DATE _____ COMPLETION DATE _____

COURSE OBJECTIVES	ACHIEVEMENT DATE	APPROVED BY
REQUIREMENTS:		
1. List ten art related occupations and describe briefly how art relates to each one. Hand in at time of test.	_____	_____
2. Complete one drawing using one or two point perspective. Check library for book on persepective. Hand in at time of test.	_____	_____
3. Create a piece of promotional art work which sells an idea or a product. (poster, advertisement, etc.) Hand in at time of test.	_____	_____
4. Create your own painting. This may be done by using watercolor, colored pencil, oil paint, crayons, etc. Hand in at time of test.	_____	_____
5. Complete all requirements on the color work sheets. Hand in a time of test.	_____	_____
6. Student must pass test with score of 80% or higher. You should be able to pass the test after completing the above assignments and CAREFULLY studying all of the study and work sheets.	_____	_____

TEST SCORE _____

DATE _____

47

ART STUDY SHEET
JR. HIGH SCHOOL

The principles of art are used by everyone either directly or indirectly. The phrase "I'm not an artist" means little since there are few people who do not spend time wondering about the color and style of their clothing, how they should landscape and furnish their home or determine how to fashion their environment. Art is not a field in and of itself. It relates to many professions and has a definite effect on our emotional and intellectual achievement.

The junior high school student is required to complete the requirements outlined on the individual progress sheet prior to their graduation from junior high school. The requirements are within the range of anyone to achieve and the test can be passed by carefully studying the attached work sheets which encompass all the questions given on the test.

ELEMENTS: THE INGREDIENTS OF ART

LINE: A line is the path of a moving point, that is, a mark made by a tool or instrument as it is drawn across a surface. A line is only the representation of the edge of something. A line does NOT exist in nature.

SHAPE: An area which stands out from the space next to or around it because of a defined boundary or because of a difference of value, color or texture.

COLOR: Color is a response of our vision to wavelengths of light reflected from an object.

SPACE: Space is the measurable distance between established points.

VALUE: The degree of lightness or darkness given to an area by the amount of light reflected from it.

TEXTURE: The actual or illusion of the roughness or smoothness of an object.

PRINCIPLES: ARE THE CORRECT WAY IN WHICH YOU ARRANGE THE ELEMENTS.

UNITY: Ties the elements together into a complete unit.

CONTRAST: The difference between lights and darks.

BALANCE: A condition of rest with both sides being equal.

VARIETY: A difference in shapes and forms.

EMPHASIS: A center of interest; draws attention.

TRANSITION: Change from one place or object to another.

PROPORTION: Relationship of one thing to another.

COLOR WORKSHEET #1...COMPLETE AND HAND IN AT TIME OF TEST.
(Color wheel is on next page)

INSTRUCTIONS: Study the definitions below then color in the color wheel.

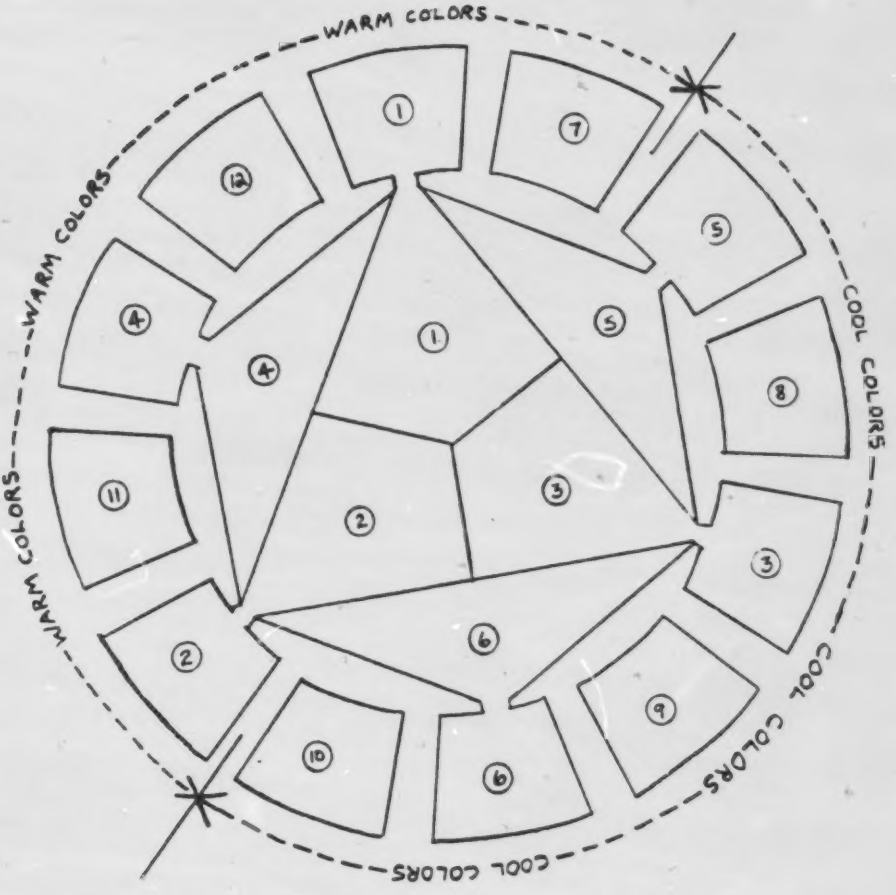
PRIMARY COLORS: (1,2,3 on color wheel) Many colors may be made by mixing other colors together, however, there are 3 colors which CANNOT be made by mixing colors; these are red, yellow and blue. They are called the primary colors. These three primary colors can produce all other colors by mixing them together in different combinations.

SECONDARY COLORS: (4,5,6 on color wheel) Secondary colors are made by mixing any two primary colors together. For example:

PRIMARY & PRIMARY	= SECONDARY
RED & BLUE	= VIOLET
RED & YELLOW	= ORANGE
BLUE & YELLOW	= GREEN

INTERMEDIATE COLORS: (7,8,9,10,11,12 on color wheel) The intermediate colors are produced by mixing a primary color with a neighboring secondary color. For example, when you mix red with orange you get the intermediate color red-orange. Other intermediate colors would by yellow-green, blue-violet, etc.

COLOR WORKSHEET #1..COMPLETE AND HAND IN AT TIME OF TEST

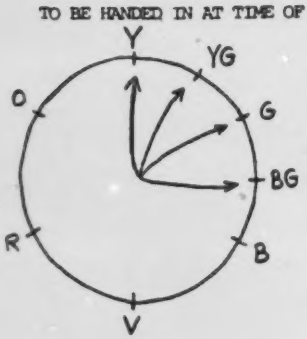


COLOR WORKSHEET #2

TO BE HANDED IN AT TIME OF TEST

COMPLIMENTARY

Any two colors which are directly opposite from each other on the color wheel are called complimentary colors.



ANALAGOUS

A set of analagous colors includes one primary and all other colors up to but NOT including the next primary. They have one color in common, for instance, on the chart above the analagous colors (with arrows) all have yellow in them.

light blue
medium light blue
medium blue
medium dark blue
dark blue

MONOCHROMATIC

Several shades of one color. Shades are made by adding white or black to the color.

WARM AND COOL COLORS: (refer back to color wheel on worksheet #1)

All of the colors we know belong to one of two groups; the WARM colors or the COOL colors. Red, orange, and yellow are usually associated with the sun or fire and are called warm colors because they give the viewer a feeling of warmth. Warm colors are active, vibrant and attention getting. Blue, green and violet are associated with sky and water and are called the cool colors. The cool colors are quiet, calm, peaceful, restful, soothing, etc.

INSTRUCTIONS: Study the charts and definitions above on color schemes. Then in the squares below make up your own design and color it in using the color scheme listed below each square. Hand in at time of test.

MONOCHROMATIC

ANALAGOUS

COMPLIMENTARY

WARM

COOL

"Music Test for Junior High Schools," Nebo School District, Spanish Fork, Utah. Reprinted with permission.

REVISED MINIMUM STANDARD MUSIC TEST FOR NEBO SCHOOL DISTRICT JR. HIGH SCHOOLS

Multiple choice - answers may be used more than once; there is only one correct answer to any one question.

1. Which group of letters is all musical notes?
   a. H,I,J,K,L,M,N
   b. R,S,T,U,V,W,X
   c. C,D,E,F,G,A,B
   d. E,F,G,H,I,J,K
   e. none of these

2 - 11 Match the following symbols with the corresponding name.

2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

a. sharp
b. flat
c. rest
d. note
e. none of these

12 - 15 Which of the following in each group is a professional singer of "Pop" music? (only one correct answer per set)

12. a. Calvin Rampton
    b. John Denver
    c. Aaron Copland
    d. Paul Hindemith
    e. none of these

52

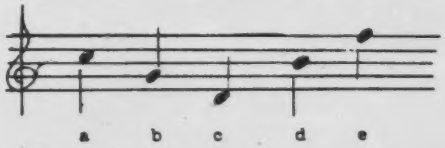
13. a. Frank Sinatra
    b. Wolfgang Mozart
    c. Ludwig Van Beethoven
    d. Alessandro Scarlatti
    e. Modest Moussorgsky

14. a. Olivia Newton-John
    b. George Gershwin
    c. George Friedrich Handel
    d. none of these
    e. all of these

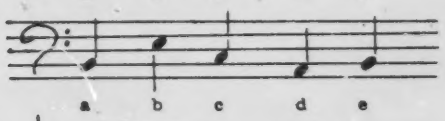
15. a. Irving Berlin
    b. Karen Carpenter
    c. Leonard Bernstein
    d. Samuel Barber
    e. none of these

16 - 18 Which note is the highest in pitch on each staff?

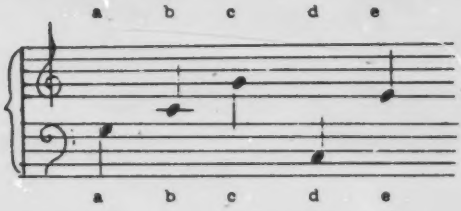
16.



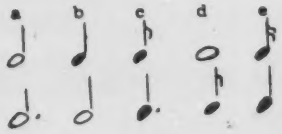
17.



18.



19 - 20 Which note has the longest value in each set?



21 - 34 Match each of the following instruments to its group.
(example 00. trumpet __b__ ; the trumpet is a brass instrument)

Instruments	Groups
21. cymbals	a. strings
22. cello	b. brass
23. clarinet	c. woodwinds
24. trombone	d. percussion
25. bass drum	e. electronic
26. violin	
27. synthesizer	
28. xylophone	
29. acoustic guitar(not electric)	
30. flute	
31. tape recorder	
32. tuba	
33. saxophone	
34. tamborine	

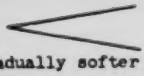
35. Which of the following types of music is sung?
    a. opera
    b. sonata
    c. march
    d. overture
    e. concerto

36. Which group is the most common vocal classification for a chorus?

a.	b.	c.	d.	e.
I Tenor	trumpet	Soprano	Soprano	Alto
II Tenor	tuba	Bass	Alto	Bass
III Tenor	tamborine		Tenor	Flute
I Soprano	timpani		Bass	

37. The term "A Cappella" means:
    a. go faster
    b. touring group
    c. softer
    d. for the church; unaccompanied
    e. accompanied by the orchestra

38. Which of the following is a choral group?
    a. Madrigal
    b. Sonata
    c. Ritardando
    d. Cresendo
    e. none of these

63. What does  tell you to do in music?

a. get gradually softer
b. get gradually louder
c. accent
d. speed up
e. none of the above

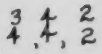
64. What does "rit." tell you to do in music?

a. get gradually faster
b. get gradually slower
c. get gradually louder
d. get gradually softer
e. separate the notes

65 - 69 Match the following staff notations with their names.

65.

66.

67. 

68.

69.

a. repeat signs
b. fermata(hold)
c. bass clef sign
d. treble clef sign
e. time signatures

70 - 74 Match the following words with their definitions.

70.	Accelerando(accel.)	a. The combination of two or more parts simultaniously
71.	Accompaniment	b. Music performed by four instruments or voices
72.	Bar line	c. Gradually faster
73.	Quartet	d. A vertical line used to mark off a measure
74.	Harmony	e. A part which supports the principle melodic line

"Money Management" from *Consumerism: Student Handbook*, Westside High School, Omaha, Nebraska. pages 3-9. Reprinted with permission.

I. MONEY MANAGEMENT

Objectives:

1. Students will be able to plan a budget.
2. Students will be able to correctly write and endorse a check.
3. Students will be able to correctly balance a checkbook.
4. Students will be able to identify advantages and disadvantages of various savings programs.

Budgeting:

A budget is a plan for determining how your money will be spent for things you need, want, and/or how to save your money. The total of your budget cannot be more than the total of the money you have. Example: If your take home pay for one week is $60, then your budget for one week cannot total more than $60.

Steps in Planning a Budget:

1. List your short-term and long-term goals.
2. Figure income (includes salary, gifts, allowance, interest from savings, etc.)

3. Plan according to net pay rather than gross pay. (gross pay - the amount before deductions; i.e. social security, taxes, insurance, etc.) (net pay - the amount you actually have to spend)
4. List fixed expenses (expenses that are regular and need to be paid every week, month, or year).

Examples: rent, light bill, telephone bill, car payments, insurance, etc.

5. Subtract the total of your fixed expenses from your net pay.
6. Plan remaining income among flexible expenses (expenses that are subject to change).

Examples: gifts, concert tickets, gasoline purchases, new clothing, tickets to sports events, etc.

7. Total of all expenses should NOT exceed net income.
8. Re-evaluate your budget as your needs and income change.

Sample Budget: (Long-term goal: to buy a car)

Gross pay	$200.00	
payroll deductions	40.00	
Net Income		$160.00
Fixed Expenses:		
Payment on stereo	$ 25.00	
Lay-away payment	10.00	
Insurance premium	5.00	
Telephone	10.00	
Savings for car	50.00	
Total fixed Expenses	$100.00	
Flexible Expenses:		
Gas	$ 7.50	
Entertainment	15.00	
Clothes	20.00	
Gifts & contributions	2.50	
Food	10.00	
Miscellaneous	5.00	
Total Flexible Expenses	$ 60.00	
TOTAL ALL EXPENSES		$160.00

Writing a Check:

The sample check is from a publication of Southwest Bank of Omaha. The example below is the preferred way to write a check, and will be used for grading the consumer test.

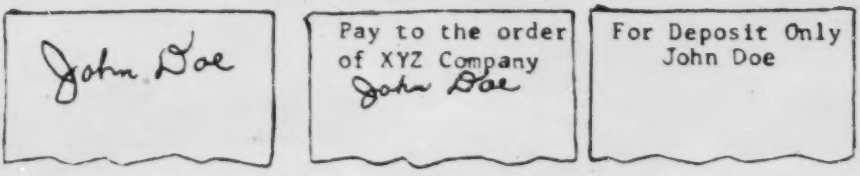
Circled numbers on the sample check below correspond to the numbered items.

1. Date the check.
2. Write or print in ink, or type the name of the person or firm to whom the check is payable.
3. Enter the amount of the check (in figures) opposite the dollar sign.
4. Write the amount of the check (in words) under the "PAY TO THE ORDER OF" line. Start at the left margin.
5. Sign (DO NOT print) your name on the bottom line EXACTLY as it appears on the bank signature card. (The card you sign when you open a checking account)
6. Record what the payment is for on the memo line.

It is possible to stop payment of your check by notifying your bank. A charge will be made for this service. A bank service charge may also be made by banks for handling checking accounts.

Endorsing a Check:

To endorse a check, sign your name on the back. (upper left end)
Your signature of endorsement must be the same as it appears on the front of the check after "Pay to the Order Of". If the endorsement is to be restricted, such as "for deposit only," these words should be written above your name.
Examples of endorsements are as follows:



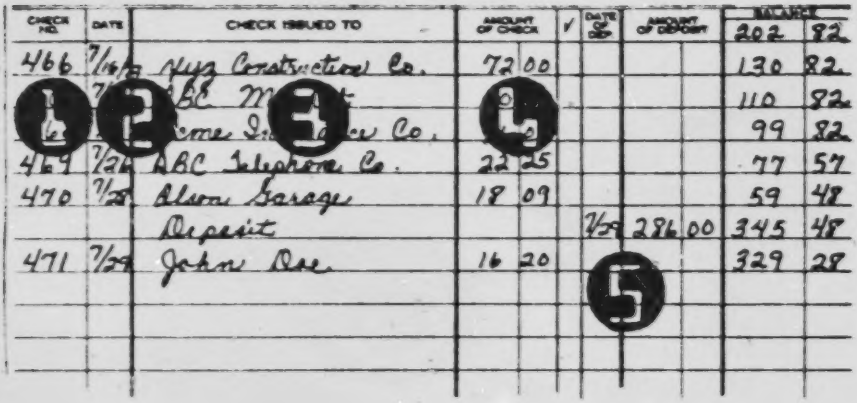
Balancing a Checkbook:

Your checkbook register is that part of your checkbook where you record all the checks you write and deposits you make. When writing checks, record the following:

1. Check number
2. Date of the check
3. The payee (one to whom check is written)
4. The amount of the check
5. Subtract the amount of the check from the previous balance and write in the new balance. Be sure to record the checks in your checkbook register when they are written.

6. Deposits should be recorded in the deposit column and added to the previous balance.

A typical page from a checkbook register is shown below:



CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP.	AMOUNT OF DEPOSIT	BALANCE
							202 82
466	7/	Nuz Construction Co.	72 00				130 82
		ABC M	0				110 82
		me In Co.					99 82
469	7/21	ABC Telephone Co.	22 25				77 57
470	7/25	Alsom Garage	18 09				59 48
		Deposit			7/25	286 00	345 48
471	7/29	John Doe	16 20				329 28

1 2 3 4 5

Reconciliation of a Bank Statement:

When you have a checking account, you usually receive a statement from the bank once each month. The bank statement usually provides a form on the back of the statement to assist you in reconciling.

You should prove the accuracy of this statement with your checkbook in the following way:

1. Look at your bank statement for charges (other than checks) made against your account.
2. Enter and subtract these charges from your checkbook register.
3. Remove your cancelled checks (checks paid by bank and returned to you with bank statement) from your bank statement and sort them numerically.

4. Compare the amounts on your cancelled checks and deposits with the amounts written in your checkbook register. Check off (✓) all cancelled checks and deposits in your checkbook register.
5. Insert the last balance shown on your bank statement.
6. Add deposits not credited to your account.
7. Deduct all checks outstanding (not checked off in your checkbook register and not yet charged to your account).
8. The adjusted balance of your bank statement and the balance in your checkbook register, should be the same.

Banking and Saving:

Banks and savings institutions are "money store$" that deal in money and financial services. A wise consumer will compare the rates of interest, charges, convenience, and serivces available at a variety of banking and savings institutions before selecting one or more of them.

1. commercial bank - checking accounts, passbook savings, time certificates of deposit, loans, purchase of government savings bonds

2. savings and loan - (tends to pay higher interest rates) passbook savings, timed savings accounts, time certificates of deposit, loans for housing businesses

3. U. S. Government Bonds - loans to the government in which the government pays you interest. For example, you buy a $100 bond for $75; when it matures, you receive $100

4. credit union - (offers members fairly good rates for savings and for loans) a group of people of the same employer who join together to form a cooperative association

5. time certificate of deposit - a certificate issued to a person who puts money in a savings institution for a definite length of time, usually 3 months, 6 months, one year or longer. The money is on deposit for the specified length of time at a specific rate of interest. These certificates usually pay a higher rate of interest than other kinds of savings.

6. passbook account - a savings account paying the lowest rate of interest. Deposits and withdrawals can be made at any time.

Your checking and savings accounts are insured up to $40,000 for each account only at banks which are members of F.D.I.C. (Federal Deposit Insurance Corporation) and at Savings and Loan Associations which are members of FSLIC (Federal Savings and Loan Insurance Corporation).

Appendix A

Schools and School Districts that Verify Competencies:

Academy of the Holy Names, Albany, New York
Competency-based instruction for all courses; student must demonstrate competency before continuing sequential material.

Anchorage Borough School District, Anchorage, Alaska
Class of 1979: Basic skills proficiency required in English; math proficiency required.

Arizona
Requires ninth grade reading level for graduation.

Craig City School District, Craig, Alaska
Requires exit skills for all students; entire curriculum uses behavioral objectives and verification of skills for graduation.

Denver Public Schools, Colorado
Since 1959, proficiency requirements in language, arithmetic, reading, and spelling.

Duval County, Florida
Functional literacy.

Eldorado High School, Las Vegas, Nevada
Seniors must enroll in additional basic math course if they cannot pass a math placement test at end of 11th grade; not yet required for graduation.

Gary City Schools, Gary, Indiana
Just administered (1/76) first competency test in math; also going to use tests in reading and writing and spelling; reading requirement for class of 1977.

Hawaii Educational Assessment
Performance indicators for English with competency-type test.

Immaculate Conception Academy, Washington, D.C.
Complete competency-based curriculum in social studies.

Los Angeles Board of Education, California
Reading proficiency requirement.

Nebo School District, Spanish Fork, Utah
Requires competency verification for career education, music, typing, physical science, mathematics, home economics, English, and art.

Pace High School, Opa Locka, Florida
Competency required in English.

Phillips Academy, Andover, Massachusetts
Competency required in English.

Phoenix Union High School System, Arizona
1975—reading proficiency requirement.
1977—mathematics proficiency requirement.
1981—writing proficiency requirement.

Oregon
1978 - Six goals for public education: 20 areas of personal, social, and career development as qualification for diploma.

Parkrose School District #3, Portland, Oregon
Minimum competencies in math, reading, writing, and spelling.

New York Basic Competency Tests
Class of 1979—reading and math requirements. October 1976—experimental editions of tests available for civics and citizenship, practical sciences and health, and writing skills.

Salt Lake City School District, Utah
By fall of 1976 will have instruments for English and mathematics; competency based instruction was the priority for 1975-76.

St. Paul Open School, St. Paul, Minnesota
No Carnegie units; instead uses other kinds of experiences and competencies for graduation requirements.

Southeast Free School, Minneapolis, Minnesota
Minimum requirements in communication and language, mathematics and science, social perspective and humanities, and personal independence and initiative; all verified by competency.

Westside High School, Omaha, Nebraska
Minimum competencies: reading, writing, oral communication, consumerism, the democratic process, and problem solving.

West Milford, New Jersey
Minimum requirements in math, science, reading, and language arts.

Greensville County, Greensville, Virginia
Minimum standards set for elementary through high school.

Lincoln High School, Wisconsin Rapids, Wisconsin
Basic skill performance examinations required in English, math (computational and practical approaches) beginning in fall of 1977.

Dominican High School, Detroit, Michigan
Exit competencies in personal and family management, employment skills, civic and social responsibilities, aesthetic-humanistic appreciation.

Appendix B

Status of Minimal Competency Testing at the Elementary and Secondary Levels *

May 1976
- Legislation Enacted
- Legislation Pending
- State Board Rulings

I. Legislation Enacted.

California: SB 1112. Passed in 1972 and *SB 1243* passed in 1975. The two acts combined create the California High School Proficiency Test. Sixteen-and 17-year-olds, upon successful completion of the test, are awarded a proficiency certificate legally equivalent to a high school diploma. They may leave high school if they pass the test and receive parent permission. The test covers the process areas of reading and computation and the content areas of consumer economics and mathematics.

Colorado: SB 180. Colorado revised Statutes 22-32-109.5. Enacted 1975. Provisions of the Act: If a local board of education imposes any special proficiency test for graduation from the twelfth grade beyond the regular requirements for satisfactory completion of the courses and hours prescribed for graduation *the results of such tests shall be used by school districts to assign regular or special classes to meet the needs of all children as indicated by overall test results.* If a board determines to impose such a proficiency test, *such test shall be given at least twice during each school year and initial testing shall take place in the ninth grade.*

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*This status report was prepared by Dr. Christian Pipho, associate director, Research and Information Services Department, Education Commission of the States, Denver, Colorado. NASSP appreciates the authority granted by Dr. Pipho and by ECS to include this summary of legislation and State rulings.

Any child who does not satisfactorily fulfill the requirements of a special proficiency test imposed under the provisions of subsection (1) *of this section shall be provided with remedial or tutorial services during the school day in the subject area in which the test indicates deficiencies for graduation purposes. Such a child shall be provided with these services from the time of the initial testing until such time as the results of the special proficiency test are satisfactory. Parents of children not satisfactorily fulfilling the requirements of a special proficiency test shall be provided with all special proficiency test scores for their child a minimum of once each semester.*

Florida: CSSB 340. Sec. 229.85. Enacted 1975. Lowers age of compulsory school attendance from 16 to 14 years. The Act provides that any student who is at least 16 years old may be permitted to take a high school equivalency diploma examination; and that students who are at least 14, and have the approval of a parent or guardian, may be permitted to take the examination. Any student who attains satisfactory performance on the examination shall be awarded a high school equivalency diploma and shall be exempted from the compulsory school attendance requirements.

It also requires the state board of education to establish performance standards and provide for comprehensive examinations to be administered to candidates. The department of education is authorized to award high school equivalency diplomas to successful candidates and each district school board is required to offer and administer the examinations.

Virginia: HB 256—Standards of Quality Act. Passed in 1976 legislative session. Effectively July 1, 1976. The Constitution of the State of Virginia calls for the state board of education to prescribe standards of quality for the several school divisions subject to revision by the General Assembly. One of the goals of education in Virginia is to aid students, consistent with their abilities, to become competent in the fundamental academic skills.

Each school division is to give highest instructional priority to developing the reading, communications, and mathematics skills of all students with particular attention to the primary grades (1-3) and the intermediate grades (4-6). Remedial work for low achieving students shall begin upon identification of student need.

By September of 1978, the state board of education in cooperation with local districts shall establish specific minimum statewide educational objectives and a uniform statewide test in reading, communications, and mathematics skills. The test is to measure yearly progress for individual students.

The Act also sets standards in career preparation, special education, gifted and talented students, personnel, teacher preparation, testing and measurement, accreditations, planning and public involvement, and district policy manuals.

II. Legislation Pending - 1976.

Arizona: SB 1138. Pending. Would restrict current state board ruling by not allowing the State Uniform Achievement Evaluation to be used to establish minimum achievement levels.

California: AB 1731. Encompassing recommendations made by the RISE (Reform in Intermediate and Secondary Education) Commission. One of the provisions of the bill is a requirement for the testing of minimal competency in basic skills and other areas.

AB 3408. This measure calls for school districts to adopt "alternative means" for students to complete a high school education. Mentioned in the bill are practical demonstrations of skills and competencies, work experience, and other outside school experience. Assessment of pupil progress toward proficiency in basic skills is also required.

AB 2559. Prohibits the admission or promotion of an elementary grade pupil to any particular grade unless his reading ability is at least equal to that prescribed for pupils in the next lower grade. Ability is to be determined in a manner prescribed by the state board of education.

Florida: HB 2455. Would repeal CSSB 340 (see page 66, B appendix enacted legislation) in 1975 session.

SB 107 and *HB 2659.* Would require twelfth grade students to pass functional literacy examination in reading, writing, and mathematics as requirement for graduation from high school; sixth graders to pass similar test to leave elementary school. The department of education is to develop the test.

Idaho: SB 1390. This bill would direct the state superintendent of instruction to develop a testing program covering the basic skill areas. The test results are to be reported back to the legislature.

Kansas: SB 406. Would require high school students to take a general examination as a requirement for graduation.

Maryland: SJR 69. Requests the state board of education to require a minimum level of proficiency in basic skill areas as a prerequisite to high school graduation.

HB 1433. This bill would have the state board of education prescribe progressively advanced minimal reading levels for grades 2-12. Promotions from grade to grade would be controlled by this test. This bill has passed both the House and the Senate and now awaits the Governor's veto or signature.

Pennsylvania: HB 770 (Revision of state education codes included in *S3702*, Part D). *Student Competencies:* Each school district shall, in accordance with regulations of the state board, develop a system of tests and measurements to evaluate whether or not its students have developed minimal competencies within state mandated programs.

To this end, each district shall implement a continuing review of programs to measure student competencies in skills necessary to enter the world of work and to cope with problems encountered by adults. The review shall include but shall not be limited to measuring student ability to: communicate and compute effectively; understand and perform personal finance and consumer tasks including understanding consumer finance, computing interest rates, purchasing insurance, completing personal tax forms, knowing the basis of property and other taxes, and comprehending residential leases and purchasing agreements.

Tennessee: HB 2060. High school graduation diploma based on proficiency examination in reading, writing, and mathematics. Pupils in sixth and tenth grades to perform in basic skill areas at fifth and ninth grade levels or enroll in remedial programs.

III. State Board of Education Rulings and State Department of Education Activity as Related to Minimal Competency.

Arizona: Effective January 1, 1976, school districts would be required to have students receiving the standard eighth grade certificate to be able to read, write, and compute at the sixth grade level. High school students would have to demonstrate an ability to read, write, and compute at the ninth grade level.

Georgia: The state board of education has passed a resolution requiring the department of education to prepare and local districts to administer a criterion-referenced reading test to fourth grade pupils in the spring of 1976. The test currently designed to assist districts in identifying students who might need remedial assistance if promoted. The state board is currently studying the issue of cut-off scores and nonpromotion.

It is anticipated that this testing process will assist local districts in better utilizing $10 million in state funds earmarked for the Georgia Compensatory Education Program.

Louisiana: The department of education has requested the state board of education to include a study of minimal competency testing within the development of a state master plan for education.

Maryland: The state board of education is studying the issues related to the creation of a minimum basic proficiency examination for high school graduation. A decision is anticipated prior to the summer of 1976.

The state department of education has developed the Maryland Basic Mastery Test for reading which is now being administered in grades 6, 9, and 12. This "Survival Reading Test" (forms b and c, 9th and 12th grade level) is also being administered in the fall of each

school year to grades 7 and 11 as a part of the statewide accountability program.

Massachusetts: At present, the Massachusetts Department of Education, in conjunction with educators throughout the state, is beginning to address the issue of requirements for high school graduation and minimum standards. To date, no legislation has been filed or board rulings passed. A preliminary report was presented to the Massachusetts Board of Education on March 24, 1976. Since that time a statewide committee has been established to develop competencies and policy necessary to implement these competencies.

Nebraska: Approval standards—elementary and secondary schools are required to establish a minimal performance level in reading, writing, and arithmetic. Schools are to re-administer the evaluation instrument until mastery has been demonstrated by all students. The state department of education has an acceptable instrument available if the schools request its use.

New Jersey: The state department of education is in the process of implementing Chapter 212 (originally S 1516) the "thorough and efficient law" dealing with a statewide Supreme Court decision on school finance. Also applicable is the New Jersey Administrative Code. Title 6 Education, Subtitle B, Chapter 8, in particular 6:8-3.8, dealing with the creation and evaluation of remedial programs.

Oregon: The state board mandated new graduation requirements in 1972 with local districts filing implementation plans by July of 1974 for the class of 1978. New requirements are based on credits for courses, attendance, and required competencies in personal, social, and career areas. Districts are to develop own performance indicators.